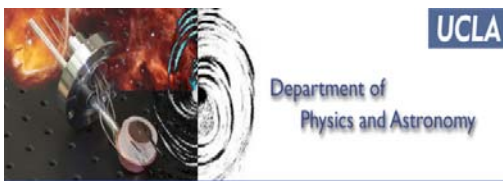


East Carolina University
Brody School of Medicine



STANFORD LINEAR ACCELERATOR CENTER

PENNSTATE
PHYSICS
in the Eberly College of Science



THE ADOPT-A-PHYSICIST PROJECT

Welcome to Adopt-a-Physicist! This packet includes everything you need to get started.

- PROJECT SUMMARY (page 3)
- TEACHER'S GUIDE (page 4)
Information on choosing physicists, monitoring discussion forums, and implementing Adopt-a-Physicist in the classroom.
- SUGGESTED DISCUSSION TOPICS (page 11)
A list of topics students might want to discuss with their physicists.
- STUDENT GUIDE (page 13)
A student handout that contains specific instructions and guidelines for using the discussion forums.
- CLASS GROUPS (page 18)
A template for a student handout that contains brief biographies of the class's "adopted" physicists.
- PROJECT GUIDELINES (page 20)
A student handout that can be used if you decide to have students give a presentation about their experience (recommended). The handout includes the project requirements and standards for how students will be evaluated on their presentation.

All of the materials included in this packet can be downloaded and edited at www.adoptaphysicist.org. Feel free to use the material as is or edit the handouts and assignments to better fit your class and schedule.

Packet Publication Staff: Jennifer Fischer & Kendra Redmond

ADOPT-A-PHYSICIST PROJECT SUMMARY

Today's physicists aren't cookie-cutter Einsteins bent over notebooks or blackboards. They rarely study the block on the incline plane and most of them don't spend much time drawing circuit diagrams.

Today's physicists are professors, journalists, computer programmers, researchers, lawyers, physicians, managers, engineers, teachers, men, women, Hispanics, Asians, African-Americans, mothers, fathers, neighbors, volunteers, musicians, and rock climbers.

Adopt-a-Physicist aims to introduce high school physics students to the wide variety of careers open to people who study physics, and the wide variety of people who study physics.

Physicists and students participating in Adopt-a-Physicist interact for a three-week period. Before this period begins, the physicists and classes (via the teachers) each create a profile page on the Adopt-a-Physicist website. Teachers then choose up to five physicists for each of their participating classes to "adopt", preferably from different career categories. By "adopting" a physicist, a teacher is registering his or her class for an online discussion forum hosted by that physicist.

During the three-week period that the discussion forums are open, students are encouraged to talk to their physicist about his or her career, educational background, most interesting projects, etc. Students are expected to report back to their class on their experience at the end of the three weeks. Since each class can have up to five physicists, each class can hear multiple stories.

Participating Organizations

Sigma Pi Sigma, the physics honor society www.sigmapisigma.org

ComPADRE www.compadre.org

American Association of Physics Teachers www.aapt.org

Adopt-a-Physicist Editors

Elizabeth Hook, SPS Communications Specialist

Kendra Redmond, SPS Program Coordinator & Assistant Editor

Gary White, SPS Director

ADOPT-A-PHYSICIST TEACHER'S GUIDE

We are excited that you and your class are participating in Adopt-a-Physicist! This guide includes suggestions and ideas to help you execute this project in your classroom.

LOGISTICS

SPRING 2011 SCHEDULE

- Teachers adopt physicists: October 11-18
- Discussion forums open: November 1-22

ADOPTING YOUR PHYSICISTS

Choosing physicists may be one of the most exciting and interesting parts to *you* in this project. This will take place after you register but before the three-week discussion period begins. **You must complete this process in order to participate in Adopt-a-Physicist. If you register but do not choose your physicists, you will be unable to participate in this session.**

Login to Adopt-a-Physicist anytime between October 25th and 31th and you will be prompted to choose your physicists. If you are unable to choose your physicists during this time but would still like to participate in this session, please email editor@adoptaphysicist.org before October 25th.

Each physicist can only be “adopted” three times, therefore the sooner you search for physicists the more options you will have.

When it is time for you to choose your physicists, upon logging in you will be directed to a search page that allows you to browse the profiles of available physicists according to a category (employer, job, minority status, degree, or place of residence) or randomly. You can view a physicist's profile by clicking on his or her name in the search results.

Adopt-a-Physicist Fall 2007 Directory

Search for a Physicist

Use the fields below to search for a physicist or [view a random sample of available physicists](#). Click on a physicist's name to view his or her profile.

Once you have found a physicist you would like to add, click on "Adopt this Physicist" at the top of his or her profile.

State:
Degree:
Employer:
Current Job:
Minority Status:

If he or she is still available for "adoption", there will be an "adopt this physicist" option at the top of his or her profile, as shown below.

Kendra's Profile

- » [Edit My Profile](#)
- » [Edit My Account Settings](#)
- » [Edit My Career Information](#)
- » [View My Classes](#)

→ [Adopt this physicist](#) for your Test1 class.

Physicist

Kendra Rand
 One Physics Ellipse
 College Park, MD 20740

Class


Adopt-a-Physicist Fall 2007: [Test1](#)

Minority Status

Female

Biography

I moved to the Washington DC area just over a year ago to work for the American Physical Society in their public outreach department. It was quite a change from the



[Visit My Forum!](#)

The physicists in this program work for colleges and universities, hospitals, non-profit organizations, industries, private and government funded labs, and other organizations. There are physicists working in computer and software, engineering, science research, teaching, management, and many other fields. There are male and female physicists, and physicists of different ethnicities. There are bachelors and masters degree physicists as well as Ph.D. physicists.

Choosing a group of physicists representing a variety of fields and backgrounds will not only expose students to the many opportunities that studying physics yields, but will also show them that people with all different backgrounds are successful in physics.

DISCUSSION FORUMS

When you adopt a physicist you will have access to his or her email address. Please email your physicists to introduce yourself and your class before the forums open, and let them know how you plan to implement the project in your class. The physicists you adopt will also receive your email address.

Do not give the physicists' email addresses to your students. Your students should communicate with their physicists only through the online discussion forums.

When the discussion forums are open, your students will be able to login to the Adopt-a-Physicist website and read and post on the discussion forums hosted by their adopted physicists. Specific posting guidelines are given in the ADOPT-A-PHYSICIST STUDENT GUIDE. Students will be able to browse all of the participating physicists' profiles, but only post in their own discussion forums.

Forums may be shared with 1-2 classes from other schools. These discussions are meant to be interactive – students can address posts to the students at other schools in their forum, each other, and to the physicist host. Encourage your students to communicate with the other students as well as the physicist.

You will not be able to tell which of your students posted which comments on the discussion forum unless you ask students to include their name within the post. Each post will automatically include the class name you created when you set up your class.

Classes are expected to participate in their discussion forums throughout the entire three-week period, by posting at least a few times a week. Feel free to post on the forum and help get the conversation started.

After the three-week session is over, students will no longer be able to post on the discussion forum. If you would like to stay in touch with your physicists then you must arrange that independently with the physicist. **The Adopt-a-Physicist**

program and its organizers take no responsibility for contact beyond the three-week discussion period.

MONITORING DISCUSSION FORUMS

By registering for this forum you are committed to monitoring the discussion forums in which your students are participating.

Please be aware of the following potential issues and their solutions:

- If your students post inappropriate comments, you can delete them or email the editor at editor@adoptaphysicist.org.
- If one of your physicists does not respond to posts in a timely manner, please email editor@adoptaphysicist.org. The editors will contact the physicist and, if necessary, supply you with an additional physicist. Keep in mind that the physicists are not required to check the forum on a daily basis; however, they should be checking posts and responding at least once every 2-3 days.
- Some of your physicists may use scientific jargon that is above the level of your students. If this is the case, encourage your students to be inquisitive and ask their physicist to better explain the terms or ideas. You can also email the physicist and discuss your concerns with him or her.
- If controversial topics (religion, politics, etc.) are discussed on one of your forums, you might encourage students to investigate different sides of the issue by reading other discussions and talking with others.
- If a physicist promotes ideas that you feel are inappropriate, please send an email to editor@adoptaphysicist.org.

The Adopt-a-Physicist editors will be monitoring the forums and have the right to delete posts and block classes from posting.

The discussion board messages express the views of the author of the message, not necessarily the views of Adopt-a-Physicist or its editorial staff, or any entity associated with it.

ADOPT-A-PHYSICIST IN THE CLASSROOM

FINAL PROJECT IDEAS

In order for students to get the most from Adopt-a-Physicist, we suggest dividing them into groups, pairing each group with a physicist, and having the groups report what they learned to the rest of the class. Here are some ways they might do that:

- Have each group put together a presentation on their physicist and his or her employer (recommended). This will enable students to take advantage of the many visuals available online and share what they learned with the entire class. If time permits, you might give an example presentation on a physicist (yourself, a colleague, family member, or friend) to your class. This will not only provide students with a framework for what they are expected to do, but also get students excited to learn more about what physicists actually do.
- Have each group submit a written report on their physicist. Then, compile these reports and distribute them to the entire class. This way all of the students will learn about all of the physicists, but no class time will be devoted to presentations.
- If you are looking for a more informal way to implement the project in your classroom, you may want to simply set aside some class time for students to correspond with the physicists over the three-week period. Then, at the end of the session, lead a class discussion on the physicists, their work, and their backgrounds. Encourage students to think about whether their perspective on what a physicist does has changed.
- As a class, discuss what a physicist “looks like”. Then divide students into groups and have each group interact with one physicist. After the discussion forums close, revisit this discussion. You might have students create a collage or poster that answers the question “What does a physicist look like?” before and after the discussion. How are the two different?
- Another option is to present the project as an extra credit opportunity in your class. Depending on how many students show interest, you can assign physicists to groups or individual students. Students may then have the option of giving a presentation on their physicist or producing a written report.

No matter which option you choose, please email your “adopted” physicists before the program begins and let them know what you expect from your students.

CREATING GROUPS

On the day that you plan to assign physicists to student groups, pass out some selected physicists' profiles and give students time to read them. Then, arrange the students into groups. Some suggestions for how to do this are listed below.

- Send around the CLASS GROUPS form that lists the physicists you have chosen. Then let students sign-up for the physicist that interests them.
- Have each student write their first, second, and third choice physicist on a piece of paper. You can then use the papers to assess student interest, and assign the groups and corresponding physicists on your own time.
- Have students choose groups and then allow groups to verbally announce which physicist they are interested in, as you form groups on the board.

Alternately, you could have students count off or choose groups, and then randomly assign a physicist to each group.

PROJECT OVERVIEW

On the day that you present the project to your class, hand out PROJECT GUIDELINES and SUGGESTED DISCUSSION TOPICS.

These handouts can be downloaded from www.adoptaphysicist.org and edited as needed. Whether you decide to use the handouts just as they are, change a few things, or make your own handouts, here are a few important items to consider:

- How much computer time will students have in the classroom? No matter how little time you can afford to give them, making it clear from the start will lessen the complaints later on!
- How do you plan to grade their experience? Do you want students to create a presentation or report? What should it include? (See the "Final Project Ideas" section for suggestions). Share the rubric you plan to use with the class. You may use the one included in the PROJECT GUIDELINES if desired.
- What are your expectations in terms of the *quantity* of correspondence with their physicists? Does everyone in the group need to correspond with their physicist, or should there be one spokesperson? If so, are they required to include their name or initials in each entry so you can check this?
- What are your expectations in terms of the *quality* of correspondence with their physicists? How thoughtful and in-depth do you want their questions and responses to be?
- Does each group member need a leadership role in the project? If so, what are those leadership roles? Are students required to indicate in their presentation which group member had which leadership role?

Students will quickly see that this project is outside the “norm” of the classroom, and may not take it seriously. If you make it clear that even though this assignment is different than typical labs and tests it is just as valuable, you are likely to have a better outcome. Also, you may want to emphasize the point value of the assignment and compare it to the values of labs and tests.

The most important thing is to get your class excited about communicating with their physicists! This is a unique and valuable experience. If you are enthusiastic and excited about the project, your kids will be too!!

USING THE FORUMS

If possible, set aside a full class period for getting your students acquainted with the discussion forums. This will be most efficient if each group has access to a computer. Each student should receive a copy of the STUDENT GUIDE.

You may want to navigate your students through the site, let them search through it themselves, or both. Also, you may want to instruct students to use some of this time to introduce themselves to their physicists and ask a few general questions.

CERTIFICATE OF PARTICIPATION

Your class will receive a certificate of participation at the end of this session. We hope that you will hang it with pride in your classroom, and consider participating again next year!

ABOUT SIGMA PI SIGMA ($\Sigma\Pi\Sigma$)

Sigma Pi Sigma exists to honor outstanding scholarship in physics; to encourage interest in physics among students at all levels; to promote an attitude of service of its members towards their fellow students, colleagues, and the public; to provide a fellowship of persons who have excelled in physics. Sigma Pi Sigma’s mission is not completed in the induction ceremony with the recognition of academic accomplishment. In the four dimensions of Honor, Encouragement, Service, and Fellowship, the mission of Sigma Pi Sigma takes a longer view.

Founded in 1921, Sigma Pi Sigma is a member honor society of the Association of College Honor Societies. Our society has some 75,000 historical members. Election to Sigma Pi Sigma is a lifetime membership.

The Society of Physics Students (SPS) was formed in 1968 with the union of Sigma Pi Sigma and the American Institute of Physics (AIP) Student Sections. Today Sigma Pi Sigma is housed within the SPS.

ADOPT-A-PHYSICIST: SUGGESTED DISCUSSION TOPICS

Education

- How well did your education prepare you for your current job?
 - What classes should students interested in a science career take?
 - Do you/how do you use what you learned in physics in your everyday life?
 - What advice do you have for students interested in a career in science?
-

Career / Field of Study

- When you were 18, what kind of a career did you want? Has that changed?
 - What skills or personality traits are important for someone in your field?
 - What is the most significant challenge or problem in your field?
 - What advice would you give to someone looking to enter your field?
 - How easy is it to find a job in your field?
-

Current Job

- What is your favorite aspect of your job? Least favorite?
 - What is the most interesting or unusual project you have worked on?
 - What are the logistics of your work? (hours, travel schedule, daily routine)
 - Where can I find out more about what you do?
-

For Women and Minorities

- What is it like to be a woman or minority in your field?
 - Have you encountered any obstacles as a result of your gender / ethnicity? If so, how did you overcome them? Are there resources available to help?
 - Have attitudes toward women / minorities changed during your career?
-

For Students

- How did you choose your school?
 - Did you find any resources to help pay for school?
 - Why did you decide to go to graduate school?
 - How hard is it to study physics in college / grad school? What is it like?
-

For Retired Scientists

- Did you work in the same field for your entire career, or did you change fields?
- What are you doing now that you have retired?
- What changes in society or science have been most meaningful to you as a scientist?

ADOPT-A-PHYSICIST STUDENT GUIDE

Over the next three weeks our class will be working in groups on a project called **Adopt-A-Physicist**, an activity organized by Sigma Pi Sigma, the physics honor society. The purpose of this project is to learn about what people with physics degrees do in their careers.

USING THE FORUM

To get to your forum, go to www.adoptaphysicist.org and login. You will need the following information:

School:

Pin:

After you login, you will see the list of physicists that your class has adopted. You can go to a physicist's forum by clicking on his or her name.

Inside your physicist's forum you will see at least one thread created by your physicist, there may be threads started by other students as well. A thread is a collection of posts on the same topic. For each thread you will see a subject line, the name of the person or class that created the original post, the original post, and a link to replies to this post. An example from a past session is shown below.

The screenshot shows a forum thread with two posts. The first post is titled "motivation" and was posted on Dec 06 2006 at 3:34PM. The subject line is "motivation" and the author is "Harrison High School". The post content is "what made you start the adopt a physicist program?". The author's profile shows "Harrison High School" with "54 Posts". The post includes a "Reply to this post" link. Below the post is a section for "Current Replies" with a "View all" link. Three replies are listed: "Re: motivation for Adopt-..." by Kendra (Dec 06 2006 at 4:56PM), "Re: Re: motivation for Ad..." by Harrison High School (Dec 12 2006 at 3:20PM), and "Re: Re: Re: motivation fo..." by Kendra (Dec 12 2006 at 4:54PM). The second post is titled "Hello" and was posted on Dec 06 2006 at 3:34PM. The subject line is "Hello" and the author is "Harrison High School". The post content is "Hello, I am a student from Harrison High School in Michigan. I was wondering about how many years you were in college for a master's degree in physics, and what was your inspiration to go into the field?". The author's profile shows "Harrison High School" with "54 Posts". The post includes a "Reply to this post" link. Below the post is a section for "Current Replies" with a "View all" link.

Subject line


Author

Original post

Replies

You can view the profile of a user by clicking on his or her name within a post.

motivation - Dec 06 2006 3:34PM



what made you start the adopt a physicist program?

RB

Post edited on December 6, 2006 at 3:35 PM EST.

[Harrison High School](#)
54 Posts

[Reply to this post](#)

Current Replies - [View all](#)

[Re: motivation for Adopt-...](#) (**Kendra** - Dec 06 2006 at 4:56PM)

[Re: Re: motivation for Ad...](#) ([Harrison High School](#) - Dec 12 2006 at 3:20PM)

[Re: Re: Re: motivation fo...](#) ([Kendra](#) - Dec 12 2006 at 4:54PM)



Kendra's Profile

- » [Edit My Profile](#)
- » [Edit My Account Settings](#)
- » [Edit My Career Information](#)
- » [View My Classes](#)


[Adopt this physicist](#) for your Test1 class.

Physicist

Kendra Rand
One Physics Ellipse
College Park, MD 20740

Class

Adopt-a-Physicist Fall 2007: [Test1](#)



[Visit My Forum!](#)

Minority Status

Female

Biography

I moved to the Washington DC area just over a year ago to work for the American Physical Society in their public outreach department. It was quite a change from the

You can view an entire thread by clicking on "View All", as shown below.

motivation - Dec 06 2006 3:34PM



what made you start the adopt a physicist program?

RB


Post edited on December 6, 2006 at 3:35 PM EST.

[Reply to this post](#)

Current Replies [View all](#)

[Re: motivation for Adopt-...](#) (Kendra - Dec 06 2006 at 4:56PM)
[Re: Re: motivation for Ad...](#) (Harrison High School - Dec 12 2006 at 3:20PM)
[Re: Re: Re: motivation fo...](#) (Kendra - Dec 12 2006 at 4:54PM)

motivation - Dec 06 2006 3:34PM



what made you start the adopt a physicist program?


RB

Post edited on December 6, 2006 at 3:35 PM EST.

[Reply to this post](#)

Replies to motivation

Re: motivation for Adopt-a-Physicist - Dec 06 2006 4:56PM




Hi RB,
Ah, the million dollar question. I actually didn't start Adopt-a-Physicist, though I did start this version of it. The original idea came from a former APS intern and then was further developed by another intern last summer. We tried the program last fall but people had to communicate via email and it was much harder than through a discussion forum like this.

The real question is - why did I decide this program was worth investing in enough to redesign the whole program and have the website built, etc. That's an easy one - I think it's VERY important for physics students to interact with people in the field. In school they teach you physics that has been known for hundreds of years, but that's not at all like what you do if you have a degree in physics. People work on cutting edge research, teach, write, go to med school, etc. It's a much more lively field than high school physics.

You can reply to a post within a thread by clicking on the “Reply to this post” link within the post.

motivation - Dec 06 2006 3:34PM



what made you start the adopt a physicist program?

RB

Post edited on December 6, 2006 at 3:35 PM EST.

[Harrison High School](#)
54 Posts

[Reply to this post](#)

Current Replies - [View all](#)

[Re: motivation for Adopt-...](#) (Kendra - Dec 06 2006 at 4:56PM)
[Re: Re: motivation for Ad...](#) (Harrison High School - Dec 12 2006 at 3:20PM)
[Re: Re: Re: motivation fo...](#) (Kendra - Dec 12 2006 at 4:54PM)



Reply to post on the *Kendra Rand* thread

Return to the [motivation](#) post

If necessary for your response, you may [include the post](#) you are replying to.

Reply Title:

Reply:

Submit Reply *

* Please keep your submissions within the acceptable [terms of usage](#) policy.

You can post to your physicist using the “Reply to this post” link within another post, or you can create a new thread. **In general, you should start a new thread if you are asking a question on a new topic and use the “Reply to this post” link if you are asking a question that relates to an existing thread.** You can create a new thread using the “Create a new thread” link, located at the top of your physicist’s forum page.

The class pin enables you to read and post to the class forums. In addition, it enables you to read (but not post on) all of the other physicists’ forums as well. You can look through these by clicking on the “Browse Forums” link on your homepage. You can browse the profiles of all of the participating physicists by clicking on “Browse Physicists” on your homepage.

POSTING ETIQUETTE

- Do not ask your physicist more than a few questions at a time because it could be overwhelming. Also, be sure to answer any questions he or she asks you and thank them for their time.
- Before you ask your physicist a question, read through the other posts in the forum and make sure it has not already been asked and answered. If it hasn’t, start a new thread with a descriptive title and then ask your question, or add your question in a related thread.
- Be respectful of your physicist even if you disagree with what he or she says.
- Inappropriate posts will be deleted and may cause your group to be disqualified from the project!

OTHER THINGS TO CONSIDER

In addition to questions pertaining to your physicist’s career and background, you may want to ask your physicist where to look for background information on his or her employer, pictures, movie clips, and anything else that would enhance your understanding of what he or she does. If your physicist wants to send anything via snail mail (pamphlets or brochures), they should be sent to the school and include my name in the address. **Do not give the physicist your personal email or mailing address.**

I will be reading our class forums at least once a week and checking to make sure that your group is corresponding with your physicist on a regular basis, and that the content in your forum is appropriate for the purpose of this project.

ADOPT-A-PHYSICIST CLASS GROUPS

Class Name:

<i>Group Number</i>	Group Members
Name of Physicist Employer Biography	
SAMPLE	SAMPLE
<i>Kendra Redmond</i> American Institute of Physics I moved to the Washington DC area five years ago. It was quite a change from the Midwest, where I've spent most of my life. I grew in a suburb of Chicago. After I graduated from high school I went to Carthage College in Kenosha, WI where I majored in Physics. Then I went to the University of Wisconsin-Madison for a master's degree in physics. Along the way I also took classes in journalism and writing and love to combine the two. I worked for two years at the American Physical Society in their science outreach department. Then I started a job at the American Institute of Physics, where I work in student programs for the Society of Physics Students (the professional society for physics undergraduate students and their mentors). Other than working, I like to run, watch movies, camp, travel, and explore the DC area. I also LOVE going out for ice cream.	1. Student A 2. Student B 3. Student C 4. Student D 5. Student E
Group 1	
Physicist 1 Employer Biography	1. 2. 3. 4. 5.
Group 2	
Physicist 2 Employer Biography	1. 2. 3. 4. 5.

<p style="text-align: center;">Group 3</p> <p>Physicist 3 Employer</p> <p>Biography</p>	<p>1. 2. 3. 4. 5.</p>
<p style="text-align: center;">Group 4</p> <p>Physicist 4 Employer</p> <p>Biography</p>	<p>1. 2. 3. 4. 5.</p>
<p style="text-align: center;">Group 5</p> <p>Physicist 5 Employer</p> <p>Biography</p>	<p>1. 2. 3. 4. 5.</p>

ADOPT-A-PHYSICIST PROJECT GUIDELINES

Each group will spend time collaborating with an assigned physicist and conducting background research on where their physicist works. All correspondence will occur over the web, in discussion forums. You can interact with your physicist between November 1st and November 22nd (after that the forums will be closed to posting, although you'll still be able to read them). At the end of this period, each group will be required to give a 10-15 minute presentation on their physicist.

I will set aside some time each week during class when you can meet with your group and share information. **Your grade for this project will be based on the presentation you and your group design and present to the class (see rubric).** During the last week before the project is due, we will be spending ONE CLASS PERIOD in the computer lab. This is your time to make your presentations. Anything that is unfinished must be done ON YOUR OWN TIME.

Groups may choose a spokesperson or have multiple group members present the PowerPoint presentation. However, **all group members must have a leadership role in this project** (see below). In addition to your leadership role, you are expected to help out with the other roles as needed.

LEADERSHIP ROLES

- Person(s) in charge of PowerPoint presentation
- Person(s) in charge of corresponding with physicist
- Person(s) in charge of conducting background research on where physicist works
- Spokesperson(s) for the presentation

PROJECT TIMELINE

- November 1
 - Post an introductory message to your physicist.
- November 1–22
 - Interact with your physicist on a regular basis. This does not mean that you must post something every day; however, you must post at least a 3 times each week. Although only one person per group will be in charge of corresponding with your physicist, all group members should be corresponding.
 - Work on presentation.
- November 22
 - Post a thank you message to your physicist.
- November 28-30
 - PowerPoint presentations in class

PRESENTATION SUGGESTIONS

- Include pictures of your physicist
- Include pictures/movie clips portraying what your physicist does
- Include background information on your physicist (i.e. where he/she is from, places lived, what & where he/she studied, past jobs, interests & hobbies, what sparked his/her interest in physics)
- Include background information on the place where your physicist works. If your physicist is at a university, you should find information on the physics department and include some of the latest and/or most interesting research being conducted there.

GRADING

Your presentation will be graded according to the following rubric:

Presentation included sufficient background information on physicist's employer	20%
Presentation included sufficient information describing physicist and physicist's work	30%
Presentation was well organized and lasted the proper amount of time (10-15 mins)	10%
Overall appearance of presentation (pictures, special effects, movie clips, animation, etc.)	10%
Presentation included slide showing how leadership roles were divided amongst group members	10%
Presentation was given ON TIME	10%
Quantity & quality of correspondence with physicist was sufficient	10%

HAVE FUN AND BE CREATIVE!!!!