

## P2HS Science Challenge

**Objective:** Students will be able to interview graduate students, scientists and professors on the spot, using proper interview etiquette. They will record information for interviews. Students will be able to locate and find their way to science labs using a map.

**Overview:** The scavenger hunt is an opportunity for students to take the interview etiquette they have perfected the last few days and put it to the test! The students will be working in groups to find labs with signs over them. The students must enter the labs, and ask for question cards, and interview the lab hosts using proper interview etiquette. When done the students move to the next lab. The students must locate these labs with little to no clues or directions. They may stop and ask other university students for directions or help but no mentors are able to help.

### Materials:

Envelope (include handout 1 and interview etiquette)

Interview etiquette reminder cards

Lab location clues

Handout 1:P2HS Science Challenge Instructions

Handout 2: Stumped? Additional Questions

Handout 3: (Extension activity) Interview questions for pairs of students

Handout 4: (Extension activity) Interviewer surveys ( to give to Interviewed individual)

“Open lab” signs

Question cards (Get prepped and sent to labs ahead of time)

Clip Boards (1 per pair or triad)

Printed roster (for instructor)

**Preparation:** Set up science labs at least 1 month in advance. Have each participating lab email a series of 3 to 5 questions, they would want students to ask. Two days prior, print up question cards and give to the specific lab the questions originated. The morning of the science challenge have mentors hang “open lab” signs outside the participating laboratories doorways. Labs hand question cards to students.

## Instruction: (3 hours and 30 minutes)

### Part 1: (20 minutes)

a. As a group, go over the instructions on Handout 1: Expanding your Knowledge of Science Departments and Majors, which will be passed out to each pair of students.

Share the following instructions with students:

i. You **MUST** locate specific science laboratories found throughout the multiple science buildings around campus. (Show them the open lab sign)

ii. You will be handed a map to work with and a list of buildings that you can visit in this envelope. The instructor should also mention to the students that they can find an electronic UA Campus Map on their phone/iPad/electronic device via [arizona.edu](http://arizona.edu) and type in UA Campus Map into the search bar in case they get lost in the future and do not have a paper copy of the UA Campus Map.

iii. You **MUST** collect the following information:

1. A minimum of 5 question cards with answers completed. There are a total of \_\_\_ open labs, so if time allows, see how many you can find!

iv. Next, the instructor will review Handout 3: An Interview Review Activity with the students.

v. Then, the instructor will briefly go over the Courtesy Protocols with the students.

vi. Remember, you **NEED** to check in with us in front of the Koffler building one hour after beginning the science challenge. It is now \_\_\_\_\_, check in with us at \_\_\_\_\_.

b. Now that the students have a basic understanding of the instructions. Pass out the maps and have them practice finding different buildings. For example, have them locate Koffler where they will be meeting to report to the instructor.

### Part 2: (15 minutes)

a. As a group walk to the meeting place (Koffler) and remind students of the interviewing etiquette and when to check in.

b. Students must work in pairs or triads and never by themselves. Mentors will wander around but they are not to help. The instructor will remain in the meeting place for students to check in with.

c. Students should now be ready to start! They must check in after 1 hour.

**Part 3: (2 hours)**

Check in (1 hour later)

a. During student check in, instructor/mentors will assess student's progress. Remind them to drink water and hand them a snack. Students will have another check in time set by instructor (not to exceed 1 hour). Instructors should place a check mark next to the student's name on a printed roster for each check-in time to ensure all students are accounted for.

Check in #2 (up to 1 hour later)

- b. Final Check in: When time is up, have students do a quick two minute debrief with instructor or mentor about their experience, until everyone has returned.
- c. This is when students are finishing up, if time permits allow them to complete the Extension activity before the final check in.

**Part 4 (40 minutes)**

a. Have students go in pairs and find and interview a graduate student or staff member along with an undergraduate student. These are people around on campus, not pre-determined. (see Handout 3) Each person should complete 1-2 interviews. The students will take turns interviewing a total of 2-4 people depending on the amount of time available.

b. After the interview, have the interviewee quickly fill out a survey that critiques the interviewer's skills and professional manor. (See Handout 4) The surveys can be handed to the students or mailed through campus mail to the host organization of the Institute.

i. At the UA that is:

Dr. S. Chavarria  
Outreach office  
College of Education

**Part 5 (15 minutes)**

As a group, students will walk back from Koffler for lunch.

**P2HS Closure/Transition:**

Note to Students: The activity was meant to showcase how researchers and faculty are accessible to students that seek help and information. Emphasize that when they go to college, their professors can't help them if they don't go and ask for advice and counsel.