

## Ten Tips for Classroom Teachers Working With a Visiting Scientist

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**1. “Tell me what you want, what you really, really want”**

Be specific about goals and roles of the visiting scientist in a face-to face meeting. Is the role to teach specific material? Enhance student interest? Explain what it is you would want the class to take away from the scientist’s visit.

**2. “It’s a safety dance”**

Discuss age-appropriateness of the material in the pre-visit meeting. Let the scientists know what students know at this level and what the standards are (if appropriate).

**3. “Jump around”**

Remind scientists that each student learns differently so multiple teaching aids (pictures, interactive activities, etc) are beneficial. Anything that gets students moving and/or working breaks up the monotony of a lecture.

**4. “Who let the dogs out?”**

Let the visiting scientist know that more than one scientist can be part of the project if needed—the sum is greater than the parts.

**5. “You oughta know”**

Delineate the roles of the visiting scientist and teacher. Will the activities be co-taught? Will the visiting scientist be doing most of the activity?

**6. “Papa don’t preach”**

Encourage the visiting scientist to make the material relevant to the students and their lives though the use of teaching aids.

**7. “Hammer time”**

Ask if specific materials are needed for the activity and/or lecture, such as an overhead, projector, computer with flash drive capabilities, etc.

**8. “Getting to know you”**

Invite the visiting scientist to see what the “audience” is like if they have not been in your school setting in awhile. Encourage the scientist to sit in on your classroom for a period or two, so he/she is prepared for the real visit.

**9. “Hello. Goodbye.”**

Discuss if there is a pre/post activity lesson to go with the material from the visiting scientist’s activity. Is there anything specific that students will need to know to perform the activity or specific wrap-up to complete the activity?

**10. “Hit me baby one more time”**

In a follow-up meeting or email, give specific feedback to the scientist. Let him/her know what the strong parts of the visit were and what areas need work in the future.

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<http://www.purdue.edu/dp/gk12/>