Abstract
Curiosity Question Day, held consistently throughout the year, aimed to increase students’ awareness of their abilities to answer their own questions and to ask more questions. On this day, questions that students had dropped into a box since the last Curiosity Question Day were drawn out and answered.

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INTRODUCTION

PROJECT NAME

PURPOSE OF PROJECT

• Encourage students to ask questions
• Move on in a classroom discussion without stifling student curiosity
• Show students that their scientist doesn’t know everything, but can look things up
• Hands-on testing (Ex. Can a person crush an egg manually along the long axis?)
• Encourage students to answer their own questions
• Get the scientist in front of the class, interacting with students (Build relationships)

NUMBER OF PARTICIPANTS

TIME REQUIRED

MATERIALS USED

PROCEDURE

PROJECT SET-UP

• Decorate a shoebox & cut a slot in it (a student can do this)
• Stack slips of paper near the box for writing questions upon
• Introduce the box & its use to students early on in the semester
  Have a science question? Have an off-topic question during a discussion?
  Write it down! **Also write down name & class period.**

EXPERIMENTS

Curiosity
PROJECT EVOLUTION
Here’s how Curiosity Question Day changed over the year for us:

1st Semester: I pulled questions out of the box and answered them as well as I could on the spot in front of the class. It was a little nerve-wracking, but fun. Some of their questions could be tested (Ex. Egg question mentioned above), so the students were involved in an impromptu hands-on activity.

2nd Semester: More emphasis was put on encouraging the students to answer the questions. One day, several texts were placed on the desks and students were encouraged to look up answers in those books or their textbooks. Other students volunteered to research answers on computers. In this way, we were able to go through more questions; assigning groups of students to find answers, and then sharing them with the rest of the class.

At the beginning of the Astronomy unit (4th quarter), the teacher organized curiosity questions from the students. Each class collected a list of their questions on this topic. Giving the students a specific topic meant that the day spent answering their questions was relevant to their current studies.

RESULTS

PROS/DO
It can be a fun learning experience. (Also, see the list under Purpose.)

CONS/DON’T
The hardest thing for me was dealing with student behavior while I was at the front of the class. Curiosity Question Day is exciting for students, so they often get a bit noisy. It’s very important to have a plan in place so the teacher knows when to discipline the students. (Scientists often have a lower threshold for classroom noise than teachers.)