

Project Display Examples

State Science & Technology Fair
of Iowa

Tips for a Good Display

- A Good Title
 - Simply & Accurately present research
 - Attention grabber
- Photographs
 - Many rules against physical items displayed
 - Photographs tell story of research
- Organized
- Eye-Catching
 - Be Neat
 - Use Color (beware of too much color or distracting colors)
- Well Constructed
- Correctly Presented
 - Adhere to size limits and safety rules



Project Regulations

■ SIZE

- 30 inches deep (front to back) = 2 ½ feet
- 48 inches wide (side to side) = 4 feet
- 108 inches tall (floor to top of project) = 9 feet



Project Regulations

- MUST be displayed vertically:
 - Abstract
 - Form 1C (if applicable)
 - Continuation Form 7 (if applicable)
 - Photo
 - References/Credit Lines



Project Regulations

- MUST be at project but *DOES NOT NEED to be displayed*:
 - Checklist for Adult Sponsor (1)
 - Student Checklist (1A)
 - Research Plan
 - Approval Form (1B)
 - Human Subjects Form(s) 4 – if applicable
 - Photograph Release with signatures if any pictures on your display board is of humans other than yourself or your partner if it is a team project – if applicable



Project Regulations

■ ITEMS NOT ALLOWED at project:

- Living Organisms, including plants
- Taxidermy specimens or parts
- Preserved vertebrate or invertebrate animals
- Human or animal food
- Human/animal parts or body fluids
- Plant materials (living, dead, or preserved) that are raw, unprocessed, or non-manufactured
- All chemicals (including water – unless water is in an enclosed apparatus)
- All hazardous substances or devices (i.e. – poisons, drugs, firearms, weapons, ammunition, etc.)
- Dry ice or other sublimating solids
- Sharp items (i.e. – syringes, needles, pipettes, knives, etc.)
- Flames or highly flammable materials
- Batteries with open-top cells

Project Regulations

- **ITEMS NOT ALLOWED at project (continued):**
 - Awards, medals, business cards and/or acknowledgements (exception: those items given to you for display by SSTFI Awards Officials)
 - Visual presentations depicting vertebrate animals in surgical techniques, dissections, necropsies, or other lab procedures
 - Active Internet or e-mail connections
 - Prior year's written material or visual depictions on the vertical display board (other than in the Project Title)
 - Glass or glass objects unless deemed by the DSC to be an integral and necessary part of the project
 - Any other apparatus deemed unsafe by the DSC
 - Any item that may cause a distraction to other finalists or visitors

Project Review

- In the next set of slides answer the following questions:
 - What immediately catches your eye?
 - Is it neat and eye appealing?
 - Are there photographs, charts, etc to explain the project?
 - Is there anything about the project that is distracting?
 - How might the student have prepared their display board to better show off their research?
 - What has the student done well to display their research?
 - Discuss how you might design your display board to highlight your research and attract the judges attention.

TO IMMATURE PIGLETS AS AN ATTEMPT TO ENHANCE IMMUNITY

PROBLEM

HYPOTHESIS

PROCEDURE



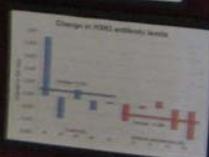
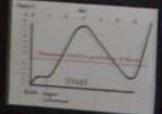
Materials

RESULTS

CONCLUSION

Table with 2 columns: Time, pH

Time	pH
0	7.0
10	7.2
20	7.5
30	7.8
40	7.5
50	7.2
60	7.0



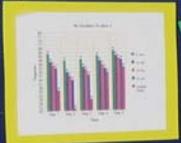
1·3·5

Science + Technology fair of IOWA
R HIGH
AM

Watch your heating bills fall...

INSULATE!

How does the R-value of insulation affect heat loss in an attic?



Purpose
This project was set up to determine how much heat loss is caused by different R-values of insulation. The heat loss is measured by using a heat lamp to simulate heat loss and measuring the temperature change in the room.

Hypothesis
We predicted that the higher the R-value of insulation, the less heat loss there would be. We also predicted that the higher the R-value of insulation, the lower the temperature change would be.

Materials
- Insulation
- Heat Lamp
- Thermometer
- Stopwatch
- Ruler
- Tape
- Paper
- Scissors
- Glue
- Paper Plates
- Paper Cups
- Paper Towels
- Paper Napkins
- Paper Plates
- Paper Cups
- Paper Towels
- Paper Napkins

Method
The experiment was set up in a room with a heat lamp. The heat lamp was turned on and the temperature was measured. The insulation was then placed on the ceiling and the temperature was measured again. This process was repeated for different R-values of insulation.

Conclusion
The results of the experiment showed that as the R-value of insulation increased, the heat loss decreased. This was true for all of the R-values tested. The higher the R-value of insulation, the lower the temperature change was.



1010-1

Background

Abstract

Procedure

The Question

COUNTRY VS TOWN WATER

8B04

Does

May

See

What

I

See

?

Question

What color do dogs like best?

Pictures



Variables

Independent Variable: Color of the dog's favorite color.

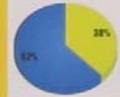
Dependent Variable: The dog's reaction to the color.

Hypothesis

I think that dogs will like yellow or blue better than any other color.

Graphs

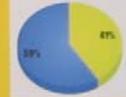
Percent May Chose Yellow or Blue, When Instructed Blue



Total Percent May Chose Yellow or Blue



Percent May Chose Yellow or Blue, When Instructed Yellow



Results

The results of the experiment showed that dogs do indeed have a preference for certain colors. When instructed blue, 83% of the dogs chose blue, and when instructed yellow, 87% of the dogs chose yellow.

Procedure

1. Introduction
2. Hypothesis
3. Materials
4. Procedure
5. Results
6. Conclusion

Abstract

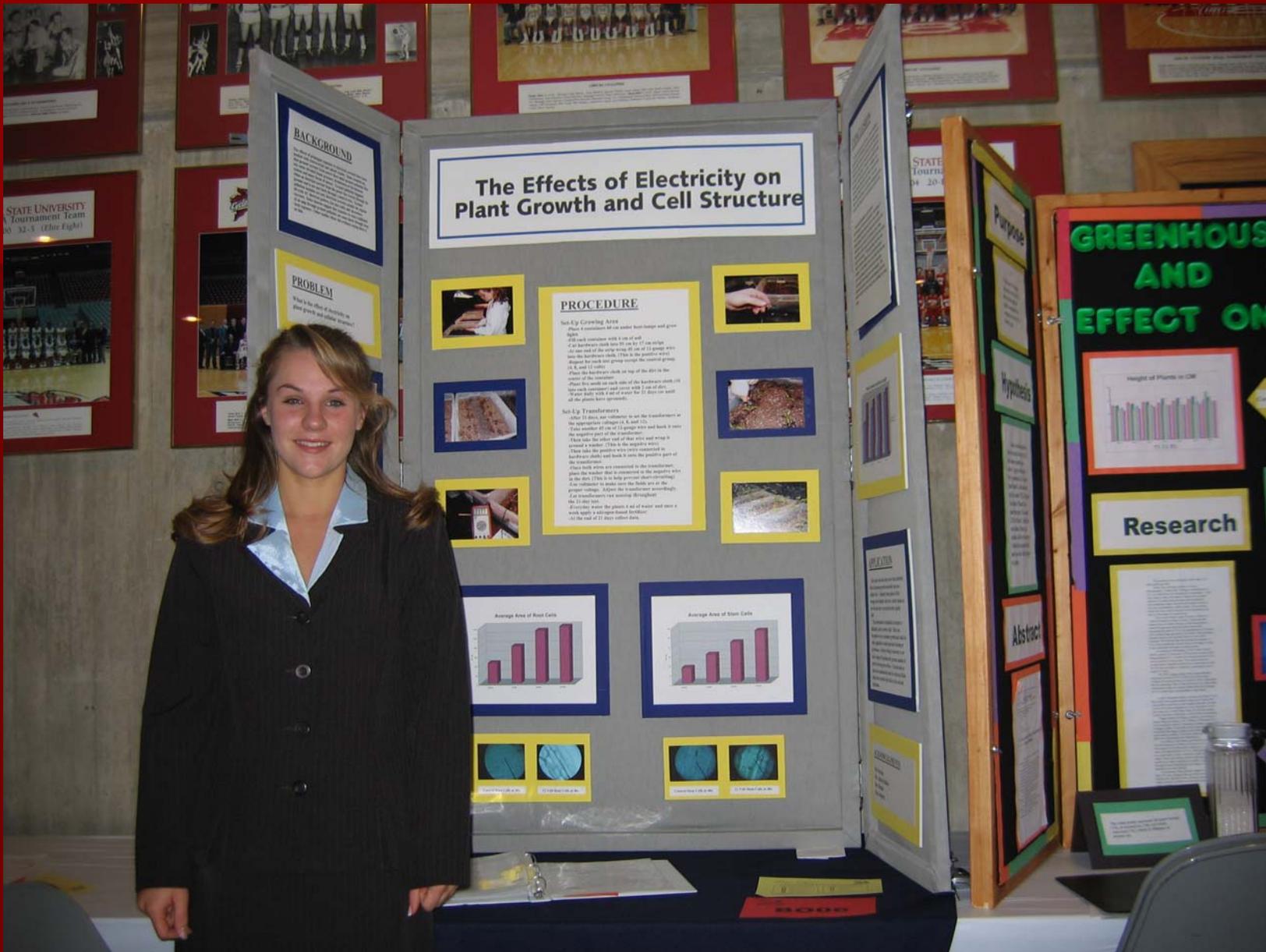
Abstract

For Further Study

Conclusion

I wonder what would happen if I taught my dog all of the colors in the spectrum (red, orange, yellow, green, blue, and purple) and instructed her to go to one color out of the six colors. I am curious what would happen if I put her at one of the colored items, and the blue and black her go to which color she would go. I am that I cannot find her unless that she prefers the black. One other thing that I would do is teach all the colors in the spectrum and put her in front of a group of her, so she will be able to go to each color.





The Effects of Electricity on Plant Growth and Cell Structure

BACKGROUND

The study of electricity and its effects on plant growth and cell structure is a relatively new field of research. This project aims to explore the relationship between electrical current and the growth of plants, specifically focusing on the area of root and stem cells.

PROBLEM

What is the effect of electricity on plant growth and cell structure?

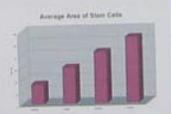
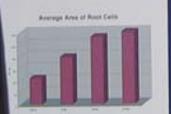
PROCEDURE

Set-Up Growing Area

Place 4 containers (10 cm water basin larger and green) on a table. Fill each container with 5 cm of soil. In one end of the first group, fill one of 2 groups with soil the hardware cloth. Place in the positive wires. Dig out for each one group except the control group. In 3 and 12 weeks.

Set-Up Transformers

Place 12 discs one container to set the transformer in the appropriate voltage is 6, 9 and 12. Place number of 12 lamps are and have it over the negative pole of the transformer. Then take the other end of that wire and wrap it around a screw (1/8 inch diameter wire). Then take the positive wire into transformer in the frame stand, and back to use the positive pole of the transformer. Check each wire is connected to the transformer, plus the number that is connected to the negative wire at the end. This is to help prevent short-circuiting. Use a voltmeter to make sure the bulbs are at the proper voltage. After the transformer is working, the transformer may be removed. The 12 discs are in the ground and water and once a week apply a complete based fertilizer. At the end of 12 days collect data.



GREENHOUSE AND EFFECT ON



Research

Abstract

Graphs & Charts

- <http://staff.tuhisd.k12.az.us/gfoster/standard/bgraph2.htm>
- <http://www.twingroves.district96.k12.il.us/ScienceInternet/ChartsGraphs.html>
- <http://www.sciencenetlinks.com/Lessons.cfm?DocID=37>
- <http://nces.ed.gov/nceskids/createagraph/>