



# SOCIETY OF PHYSICS STUDENTS

An organization of the American Institute of Physics

## Marsh White Award Report Template

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Project Proposal Title	Science Fridays
Name of School	Towson University
SPS Chapter Number	7338
Project Lead (name then email address)	Azriel Weinreb Aweinr4@students.towson.edu
Total Amount Received from SPS	\$500
Total Amount Expended from SPS	\$500

### Summary of Award Activities

Science Fridays is a program ran by Towson University's SPS chapter that sends volunteers to teach science experiments at Wolfe Street Academy in Baltimore. The program is led by Azriel Weinreb, the chapters Outreach Coordinator. The students had lots of fun learning about everything from kinematics to magnetism and much more. Each week involved a short science lesson followed by a project related to the lesson.

## Statement of Activity

### Overview of Award Activity

Each week our outreach coordinator went to Wolfe Street academy along with two volunteers. He taught a short lesson about a topic and then did a fun project with them. The program helped the students form a positive outlook on science and associate learning about it with fun. Our target audience was the students however the volunteers gained a lot from it too. The program encouraged student involvement in our SPS chapter through volunteering and provided a weekly routine event to keep our club active in community service.

### Impact Assessment: How the Project/Activity/Event Promoted Interest in Physics

Students were introduced to scientific concepts in an exploratory and educational way. The structure of the lessons allowed students to see the dominant presence of physics in every lesson taught. Science Fridays emphasized this overlapping behavior of sciences in a simple and fluid manner by relating previous lessons to the current one being taught. Having positive experiences with science at a young age not only encourages appreciation for the roles of science, but piques interest at an early age that may bloom into something greater with time. This is further emphasized by positive and diverse role models from the STEM community teaching the lessons; for all Science Fridays are taught by SPS general members and other undergraduate students from Towson University.

This was an extra-curricular activity, so the students had a choice whether or not to come each week. The fact that we had a consistent group that came every week from the beginning to the end of the year tells me that we succeeded. This means that students had fun and enjoyed the program enough to keep coming back.

Our initial plan for an assessment was to have a “science wall”. That would have been a large poster where the students would write things they learned about throughout the year. Unfortunately, we were unable to do that due to time and space constraints. However, the students each had an individual science folder where they kept notes about what they learned each week.

### Key Metrics and Reflection

Who was the target audience of your project?	2 <sup>nd</sup> -5 <sup>th</sup> graders at Wolfe Street Academy
How many attendees/participants were directly impacted by your project? Please describe them (for example “50 third grade students” or “25 families”).	18 2 <sup>nd</sup> -5 <sup>th</sup> graders at Wolfe Street Academy
How many students from your SPS chapter were involved in the activity, and in what capacity?	At least 20 different students, we had two volunteers each week but some came multiple times
Was the amount of money you received from SPS sufficient to carry out the activities outlined in your proposal?	The amount of money we received was sufficient

Could you have used additional funding? If yes, how much would you have liked and how would the additional funding have augmented your activity?	
Do you anticipate repeating this project/activity/event in the future, or having a follow-up project/activity/event? If yes, please describe.	Yes, this is a recurring program we do it every year
What new relationships did you build through this project?	We strengthened our relationship with Wolfe Street Academy and built relationships with students and volunteers
If you were to do your project again, what would you do differently?	A few of the projects could have been improved

**Press Coverage (if applicable)**

N/A

## Expenditures

The gas money was used to reimburse our outreach coordinator for driving himself and the volunteers to and from the school each week. The craft supplies were used to build the projects. Craft supplies includes things like paper, scissors, modelling clay, string, containers, and various other things used to build. Craft supplies also includes things like magnets and lasers that were used for some of the projects. Lastly, snacks were used to encourage the students to pay attention for the lessons. We rewarded candy for remembering vocabulary words and we gave them a pizza party in the end of the year.

### Expenditure Table

<b>Item</b>	<b>Please explain how this expense relates to your project as outlined in your proposal.</b>	<b>Cost</b>
Gas	Transportation to/from WSA	\$150
Craft Supplies	Building the projects	\$250
Snacks/Prizes	Motivating the students	\$100
<b>Total of Expenses</b>		<b>\$500</b>

## Activity Photos

Unfortunately, WSA did not allow photos to be taken of their students. Due to that we have minimal photos.



If you have any questions, please contact the SPS National Office Staff  
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