



High Touch High Tech[®]

Science Experiences That Come To You[™]

Why High Touch High Tech?

Children have a natural curiosity about their environment and the world around them. Science and technology is ever present in this world: from the magnets that hang on home refrigerators, to the plants that grow in neighborhoods, from the appliances and media technologies that so captivate children's attention, to the moon and stars that shine overhead. The lives of children are touched by science on a daily basis. And as these children mature, science and technology will continue to affect their world: in school, in college, in the workplace, and at home.

So, what is being done to foster their curiosity and to help children learn more about the science that touches their lives and that will affect their future? Who will spark their imagination and encourage the exploration of opportunities available in the field of science? Where are our role models for scientific inspiration, innovation, and invention?

According to an article in Time Magazine¹, "The science role models that most students know best are their teachers. But science teachers who are both passionate and prepared are scarce." The article goes on to say that, "Often, educators at the elementary level never liked science in the first place." "Teachers are so frightened of these subjects that they transmit the fear to the children." In turn, "these kids are afraid of science." "By fourth grade, we squash [their] curiosity with the way we teach science."

In addition to this fear of teaching science, educators at the elementary level continue to be faced with the challenges of decreasing budgets as well as the requirements to meet the performance standards outlined under the federal No Child Left Behind Act of 2001². "In many school districts across the country, science instruction has been losing out in some grades to math and language arts... elementary school kids spend an average of just 16 minutes a day on science, and that's dwindling to zero in many schools."

It is critical that we continue to engage children and encourage their interest in science so that the future of scientific innovation is secure and will endure. However, improving science education in kindergarten through eighth grade will require major changes, as the No Child Left Behind act will require states to start testing science in three grades, beginning in the 2007-2008 school year.

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High Touch High Tech partners with schools to assist educators by delivering science content that may be difficult to convey, or for which supplies are not available. High Touch High Tech programs are aligned with national and state science standards. Through our fun, unique and memorable science programs, students become real scientists by using scientific methods to conduct experiments. It is through this partnership that High Touch High Tech has become part of the solution:

- For instructors who do not have the background in science
- For schools that lack the resources to provide a comprehensive hands-on experience
- For administrators who recognize the value that a scientist role model, equipped with unique science programs, can bring to their normal curriculum.

In a world where children need a contextual understanding of science that matches their inquisitiveness, High Touch High Tech complements the creativity of their imaginations as well as a school's need for academic achievement.

A handwritten signature in black ink that reads "Steven J. Wurgler". The signature is fluid and cursive, with the first and last names being the most prominent.

Steven J. Wurgler
Regional Programming Director – San Antonio



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1. Time Magazine, *Looking for a Lab Coat Idol* – Rebecca Winters Keegan, February 6, 2006
<http://www.time.com/time/printout/0,8816,1156600,00.html>

2. No Child Left Behind Act of 2001, Public Law (107-110)

Additional Articles:

Time Magazine, *Is America Flunking Science?*, February 13, 2006
<http://www.time.com/time/covers/0,16641,20060213,00.html>

The National Academies, *Major Changes Needed to Boost K-8 Science Learning*, September 21, 2006
<http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=11625>

The Washington Post, *Science Tests Come as Teaching Time Falls*, Daniel de Vise, May 6, 2007
<http://www.washingtonpost.com/wpdyn/content/article/2007/05/05/AR2007050500987.html>