

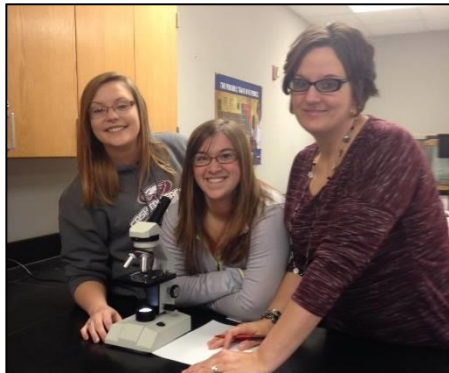
JSHS MENTOR PROFILES



I teach alternative education to at-risk students, and I also teach chemistry and physics to college-bound students. I try to incorporate science projects and research into both of those programs. [I try to encourage students to use our natural surroundings for their research](#) to take advantage of what our region offers. Most of the projects focus on environmental studies, aquatic studies, agriculture, and physical behaviors of Lake Superior. [JSHS offers students an opportunity to participate in intense and real science research.](#)

My students can learn scientific methods through practice, connect with area researchers, contribute to meaningful research, and communicate research findings. They can also potentially earn college scholarships. I love all of those things, and I love watching my students engage in science research and grow as learners.

– High School Teacher and JSHS Mentor from Bayfield, WI



[My main goal is to get kids in real-life situations where science is applied.](#) Science is perfect in a school lab - not so much in a STEM project! We do not have a class or special equipment; we rely on anything we can get from the grocery store for our supplies list. Students have to work on this in the summer while juggling sports, chores on the farm, band lessons, etc.

[My role is to help them step up their level of research.](#) I love exposing them to a world of science they have never seen before. [It opens their eyes to the bigger world around them and helps them see that science can be taken to another level.](#)

– High School Teacher and JSHS Mentor from Cashton, WI



All of my research students submit their research to the JSHS regional symposium. [Research without sharing \(through publishing and/or presentations at symposia\) helps no one but the individual researcher.](#) JSHS gives young scientists a way to replicate that professional process.

Kids are often times used to being GIVEN a project for a class. This is, for most, the first time THEY get to choose their project. Treating kids as if they were actual scientists (and not high school students) [empowers them to develop the dedication to do amazing things.](#)

– High School Teacher and JSHS Mentor from Camdenton, MO



[As a JSHS alumni myself, I can attest to the long term benefits of this experience](#) as a formative event. I love being able to provide the same experience to other students. I have a strong interdisciplinary research background, and I advise students from very diverse fields and interests.

My role is to make sure they follow the appropriate research approach, match them to mentors, and direct them to outreach activities which [keep them motivated to follow STEM careers.](#)

– JSHS Regional Director from Puerto Rico

Note: In the interests of privacy, the US AEOP is not publishing full names of participants in the JSHS. We will facilitate media interviews as requested.



ENVISION THE FUTURE

