Overview:
Review information from the exhibit about scientists working with nanotechnology. (Information about who is doing nanotechnology is available at http://nanozone.org/Who.htm.)

Purpose:
To help students understand that nanotechnology is work being done by real people like themselves, and that scientists have a variety of interests, backgrounds and characteristics.
**Activity Strand: NanoScientists Post-Visit**

**Activity I: Scientist Discussion**

**Estimated time:**
20 minutes

**What to do:**
Ask students to recall information about scientists from the exhibit and discuss what characteristics help make a nanotech scientist. Are there characteristics that many of them have in common (education, interests, etc)? Are there individual characteristics that are very different (race, gender, country of birth, etc.)?

**Variation:**
Make a chart on the board with information about the scientists.
Activity Strand: NanoScientists Post-Visit

Activity II: Scientist Cards

Materials:
• Photocopies of scientist card pieces and blank stat cards
• Scissors
• Tape or glue stick

Estimated time:
30-45 minutes

To do:
Hand out photocopies of scientist card pieces and blank stat cards. Student teams reassemble scientist cards from components (picture, name, interests, etc).

Extensions:
Ask students to make cards representing themselves in the future. What will they be doing? Where will they be working? What degrees will they earn?
Activity Strand: NanoScientists
Post-Visit

Activity III: Writing Assignment

Estimated time:
1 hour

To do:
Students reflect on the discussion from Activity I, or are provided with scientist cards (available at http://nanozone.org/statcards.htm) and write about:
- Which scientist(s) do you relate to most? Why?
- What do you have in common with the different scientists? Would that make you a good nanotech scientist? Why or why not?
- Which scientists would you like to work with most? Why?
Scientist Stats Cards
Get the “stats” on leading nanotech scientists, based on popular questions kids have for scientists. What were they good at when they were young? What weren’t they so good at? What did they play with? What do they study now? Fill in the answers on the blank stat cards!
Cut out the pictures of the scientists and match them to their card.
Grew up in: India
Childhood pets: Big dog
Played: Cricket, soccer, ping-pong, tennis
Was good at: Math, science, geography, art
Wasn’t so good at: History
Earned degrees in: Mechanical engineering

Grew up in: New Jersey
Childhood pets: Dog, bird, turtle, gerbils
Played: Lots of baseball
Was good at: Biology, art, psychology
Wasn’t so good at: Reading
Earned degrees in: Biological Science

Grew up in: Illinois
Childhood pets: Cat
Played with: Erector sets, soccer balls, baseballs
Was good at: English, social studies
Wasn’t good at: Math
Earned degrees in: Chemistry, chemical physics

Grew up in: California
Childhood pets: Goldfish, koi fish
Played with: Lego blocks
Was good at: English, biology, physics
Wasn’t so good at: Math
Earned degrees in: Biomedical engineering

Grew up in: Parral, Chihuahua, Mexico
Played: Soccer, basketball
Was good at: Science, math
Wasn’t so good at: Literature
Earned degrees in: Chemistry, Chemical engineering
Grew up in: India
Childhood pets: Big dog
Played: Cricket, soccer, ping-pong, tennis
Was good at: Math, science, geography, art
Wasn't so good at: History
Earned degrees in: Mechanical engineering