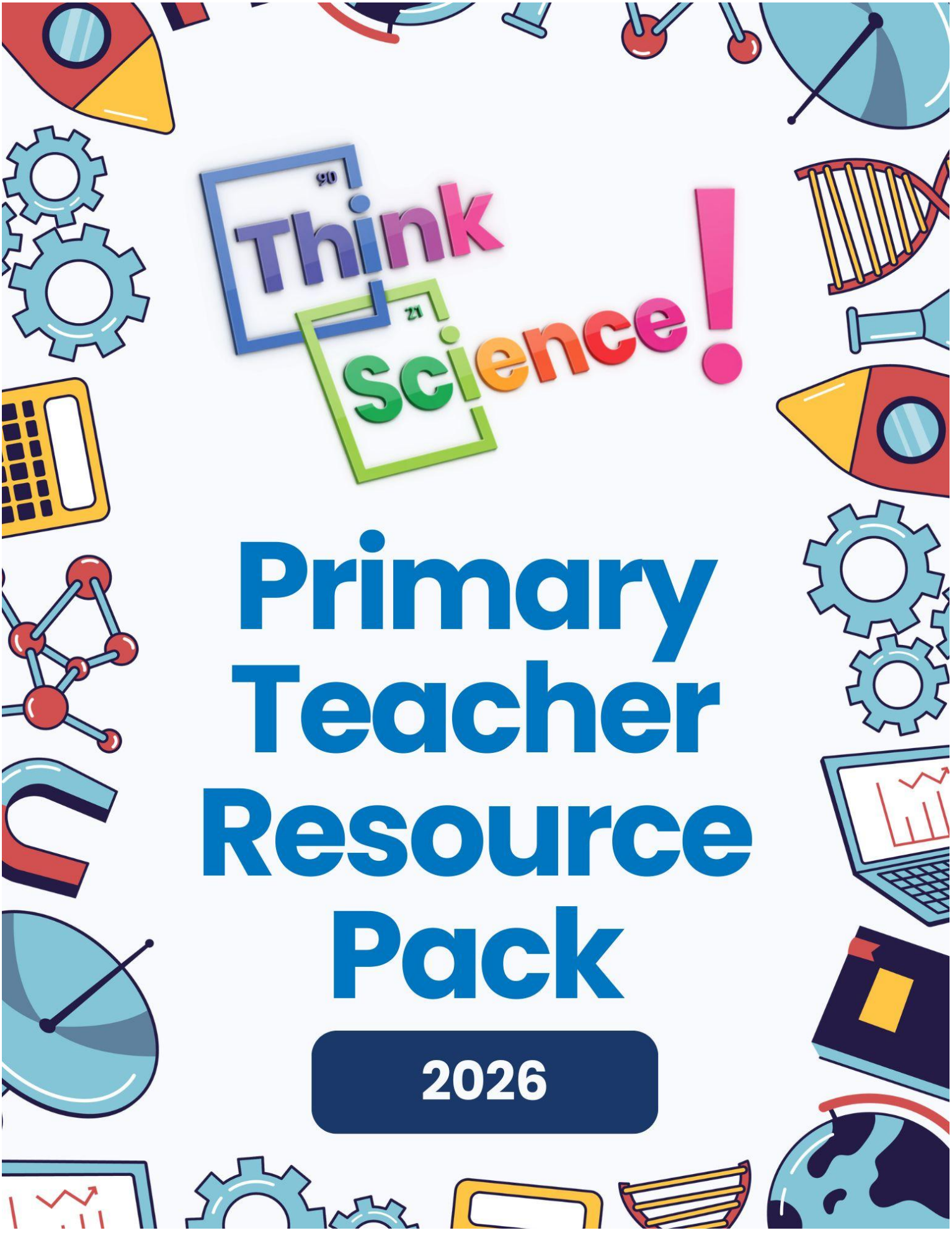
Think
Science!
Primary
Teacher
Resource
Pack
2026

Think Science! 2026 Terms and Conditions

Please carefully consider all terms and conditions below before registering your school.

Personal Information and Privacy	For students entering *Think Science!*, "personal information" includes photographic images, videos and sound recordings where an individual can be identified or his or her identity is reasonably apparent from the image or sound recording. ANSTO is committed to protecting personal information in accordance with the Privacy Act 1988 (Cth) (Privacy Act) and the Australian Privacy Principles. For further information you can refer to the ANSTO Privacy Policy on our website.
Submission of entries	A limit of three entries per class can be submitted. For schools with multiple classes in an age category, three entries can be submitted from every class. An online entry form must be submitted for each class. This must include teacher details, video links and student team details for 1-3 entries. Entry Forms must be submitted by teachers only. Entries must be submitted by the closing date: **Friday 3 July 2026.** Late entries will not be considered.
Logbook	Student teams must use a logbook to record all details of their investigation - either one provided by *Think Science!* or other suitable format. These must be retained by the school until judging is complete. A copy of the logbook must be provided if requested by the judging panel.
Student team size	Students must work in teams of 2 to 4. Individual entries and entries by larger teams won't be considered.
Age category	Entries can be submitted in one age category only: Years 3-4, 5-6, 7-8 or 9-10. Where student ages in a team span a wider range (ie. for small schools), the entry category must correspond to the oldest student in the team.
Rural and remote area schools	Entries from rural and remote areas may be considered for special prizes in addition to the main prizes. The rural and remote area prizes apply to schools from towns with a population of 5000 or less and more than 50 km from the nearest town with a population of 10,000 or more.

Role of participating teachers and schools	Investigations must be completed at school. Teachers must approve all investigation topics and can assist students with topic selection. Teachers can select the same topic for all students in their class. Schools are responsible for evaluating topics with respect to ethics. Teachers should support students through the science inquiry process and must ensure that students do their own work.
Announcing winners and displaying winning entries	Winners will be announced on the ANSTO website **by Friday, 21st August 2026**. Winning teachers will be notified by email. ANSTO reserves the right to announce the first names of all winning students, their age categories, and school names on the ANSTO website and on social media channels. ANSTO reserves the right to display video footage or still images (digital assets) from the winning entries on the ANSTO website and social media channels, as well as provide these digital assets to local media outlets.
Video presentations	Length of video entries must be **3 to 4 minutes for Years 3 to 6**, and **4 to 5 minutes for Years 7 to 10.** A YouTube link for each video must be provided on the online entry form. The visibility setting for each video must be set to 'unlisted' (not for public viewing, viewable only with your link). Any video footage taken on mobile phones, tablets or similar devices must be either captured in landscape or converted to landscape. Refer to the website for more information on videos.
Content	The content in each presentation must be the work of the student team named. This includes all graphs, tables, diagrams, photos, and video footage included in presentations. Students must explain all content in their own words. Entries with plagiarised content will not be considered.
Judging	All entries will be judged by an expert panel at ANSTO using an age-appropriate rubric. Judging scores will not be given to students or schools. The decisions made by the judging panel will be final and no correspondence will be entered into.
Prize redemption	Student gift cards, medals and certificates will be posted to the winning schools in September 2026. School prizes, consisting of science education resources chosen by the school, must be redeemed by **29 January 2027**. ANSTO will order and pay for school prizes, to a maximum of the prize value including GST and freight. ANSTO will arrange for prizes to be delivered to the school.

ANSTO reserves the right to alter the terms and conditions of *Think Science!* when necessary. Any enquiries about terms and conditions can be emailed to the ANSTO *Think Science!* Team at: thinkscience@ansto.gov.au

Think Science! Prizes

Over $10,000 in prizes are on offer for winning schools and students. In addition, rural and remote schools will be also eligible for special rural and remote area prizes.

The prize value for schools, as outlined below, is to be used for educational resources for your classroom or school. The educational resources can be of your choosing but must relate to the topic of science. The total value of the redeemed prize includes GST (if applicable) and freight to your school. The resources should be sourced from one supplier.

For student prizes, gift cards for all members of first placed teams will be supplied to the value of $50 each. All winners and placegetters will receive an ANSTO medal and certificate in recognition of their effort.

For Homeschool teams, students will be eligible for the student prizes only in their age category.

Primary	**School Prizes**		**Student prizes**	
Place	**Years 3/4**	**Years 5/6**	**Years 3/4**	**Years 5/6**
1st	$1000	$1000	$50 + Medal	$50 + Medal
2nd	$650	$650	Medal	Medal
3rd	$400	$400	Medal	Medal
Rural and remote area prizes	Up to 2 x $300 prizes		Medals	

Secondary	**School Prizes**		**Student prizes**	
Place	**Years 7/8**	**Years 9/10**	**Years 7/8**	**Years 9/10**
1st	$1000	$1000	$50 + Medal	$50 + Medal
2nd	$650	$650	Medal	Medal
3rd	$400	$400	Medal	Medal
Rural and remote area prizes	Up to 2 x $300 prizes		Medals	

Think Science! Primary Resources

Think Science! Checklist for Years 3–6

Your video entry should show the judges how you did each part of your investigation. This list will help you to keep on track! Print it out and put a tick against each item you have included in your video. If you have missed anything you may like to record your video again to include the sections you missed.

Questioning and predicting

- ☐ Have you clearly stated the question you are going to answer in your investigation?
- ☐ Have you told us your prediction? (What do you expect to happen?)
- ☐ Have you included a reason for your prediction? (Why did you expect this to happen?)

Planning and conducting

- ☐ Have you described the steps of your investigation?
- ☐ Have you said what thing you changed, what you kept the same, and what you measured?
- ☐ Have you listed the materials and equipment you used?
- ☐ Have you mentioned how you used the materials and equipment safely?
- ☐ Have you included photos or video that shows how you did your investigation?
- ☐ Have you shown observations and measurements that you made during your investigation?

Processing, modelling and analysing

- ☐ Have you included tables or graphs (or other methods) that you used to organise your data?
- ☐ Have you described what your data show?
- ☐ Have you told us about any patterns or relationships in your data that you can see?

Evaluating

- ☐ Did your investigation answer your question at the beginning? Tell us and explain to us why or why not.
- ☐ Have you told us whether your prediction was correct or not?
- ☐ Could your investigation be improved? Have you told us how?
- ☐ Did you notice any possible sources of error? Tell us about them.
- ☐ Can you think of any questions for further investigation? What are they?

Communicating

Communicating well is an important part of every science investigation! Make sure that you plan and prepare your video presentation carefully.

Try to make a video that is interesting and enjoyable for the viewer to watch, so they pay attention and learn about your great investigation! Use your creativity!

Watch your completed video. You may like to include other friends, family, or class members in your audience to see what they think as well.

Here are some things to check while watching your video:

- ☐ Are all team members speaking loud enough for the viewer to clearly hear?
- ☐ Are all team members speaking at the right speed (not quickly or slowly)?
- ☐ If appearing on screen, are all team members looking at the camera while speaking?
- ☐ Is only one team member speaking at a time? This is very important!
- ☐ Is there background noise? It needs to be very low or none.
- ☐ Is all text on your screen large enough for the viewer to read?
- ☐ Are all photos good: in focus and taken with enough lighting?
- ☐ Are all data tables large enough to see all text?
- ☐ Are all graphs large enough to see all details?
- ☐ Have you allowed enough time for the viewer to look at your tables and graphs?
- ☐ Have you included creative elements to interest the viewer?
- ☐ Has your teacher checked the spelling of all text?
- ☐ Is your video between 3 and 4 minutes long?

TIP: Try not to just read your notes to the screen. Learn your investigation information well, so that you can talk to your audience (the judges and other people you invite to watch your video) about what you investigated, how you did it and what you discovered.

If you check your video and find there are problems or you have missed some things in the checklist, try to fix them well before the competition closes.

Think Science! How to make a video

View the video in the link below to find out some tips and tricks for producing the best possible video entry:

https://www.youtube.com/watch?v=DkbtJtVevP4

Think Science! 2026 Judging Rubric for Years 3-6

This is a small team (2 - 4 individuals) event. Teams submit a short, creatively presented video 3 - 4 minutes long, showcasing a first-hand science investigation. **Videos exceeding 4 minutes in length will not qualify for judging.**

Science Inquiry skill	Developing	Competent	Excelling
Questioning and predicting	• The question is not clear or not testable • The prediction is not clear	• States a clear and testable question • Makes a clear prediction	• States a clear testable question to explore observed patterns or relationships • Makes a clear prediction and includes reasoning
Planning and conducting	• Attempts to describe the experimental procedure and materials/ equipment used • Includes photos or video of the experimental setup • Attempts to identify the elements of fair test (what is changed, stays the same and measured) • Attempts to address the safe use of materials/ equipment • Attempts to show observations and measurements recorded during the experiment	• Describes the experimental procedure, and materials/ equipment used • Includes relevant and clear photos or video of the experimental setup • Correctly identifies most elements of a fair test (what is changed, stays the same and measured) • Addresses the safe use of materials/ equipment • Shows observations and measurements recorded during the experiment	• Provides a detailed description of experimental procedure and materials/ equipment used • Includes very relevant and clear photos or video of the experimental setup • Correctly identifies all elements of a fair test (what is changed, stays the same and measured) • Addresses the safe use of materials/ equipment well • Shows detailed observations and measurements recorded during the experiment
Processing, modelling and analysing	• Attempts to use tables, graphs or models to organise data and information • Attempts to identify relationships or patterns seen in the data	• Demonstrates use of tables, graphs or models to organise data and information • Describes relationships or patterns seen in the data	• Demonstrates comprehensive use of tables, graphs or models to organise data and information • Comprehensively describes relationships or patterns seen in the data

Science Inquiry skill	Developing	Competent	Excelling
Evaluating	• Attempts to state whether the investigation answered the question, and if the prediction was correct or not • Attempts to explain what the results mean • Attempts to describe how the investigation could be improved • Attempts to explains possible sources of error • Attempts to identify a question for further investigation	• Clearly states whether the investigation answered the question, and if the prediction was correct or not • Explains what the results mean • Describes how the investigation could be improved • Explains possible sources of error • States a question for further investigation	• Comprehensively states whether the investigation answered the question, if the prediction was correct or not, and why or why not. • Comprehensively explains what the results mean and how they are relevant to the real world • Comprehensively describes how the investigation could be improved • Comprehensively explains possible sources of error • States more than one question for further investigation
Communicating	• One or more issues with speaking/audio – speech not audible or clear, too fast or slow, a lot of background noise, more than one student speaking at a time • One or more issues with visual elements: text/ tables/ graphs too small, photos unclear or poor light, insufficient time allowed for viewing • Minimal attempt to engage the viewer • Presents a presentation that showcases some parts of their investigation • Presentation is significantly shorter or longer than 3-4 min	• No issues with speaking/audio – speech audible and clear, comfortable speed, minimal background noise, one student speaking at a time • No issues with visual elements: text/ tables/ graphs large enough to see, photos clear with good lighting, sufficient time to view • Video engages the viewer • Presents a well-sequenced presentation which clearly showcases all parts of their investigation • Presentation is 3-4 min	• Excellent speaking/audio – speech audible and very clear, comfortable speed, minimal background noise, one student speaking at a time, • Excellent visual elements: text/ tables/ graphs large enough to see and very clear, excellent photos, sufficient time to view • Video is very engaging and creatively produced • Presents a well-sequenced and concise presentation, which clearly showcases and details all parts of their investigation • Presentation is 3-4 min

Think Science!

SAFETY

considerations when choosing topics

NO MICROBIOLOGY EXPERIMENTS

There are strict protocols for microbiology experiments in schools, which are difficult for students to follow. We have decided not to allow any investigations involving mould, bacteria or fungus

FOLLOW WHS AND CHEMICAL SAFETY GUIDELINES

Teachers need to check school or state-based education department safety guidelines.

NO HAZARDOUS SUBSTANCES

Your science investigation **should not** involve any hazardous substances **including:**

- radioactive substances
- hazardous biological substances
- hazardous chemical substances

Ask yourself:

CAN YOU CONDUCT THIS INVESTIGATION SAFELY AT SCHOOL OR HOME?

PROPER SUPERVISION

Students should have proper supervision while they conduct their investigation.

CLEAN UP

Make sure all materials can be disposed of safely, if necessary.

If you are unsure if your investigation is safe, please contact **thinkscience@ansto.gov.au**

Think Science! Tips and Tricks!

General tips

1. **USE** the supporting documents
2. Keep the investigation **SIMPLE**
   - One **dependent** variable
   - One **independent** variable
3. Make sure your whole **TEAM** is involved!

4. Give yourself plenty of **TIME** to complete your investigation and video!

5. Use **past tense** when explaining your investigation

Video tricks

1. Good **SOUND** quality essential
   - use the microphone close to your face especially when recording outside
2. Alternate shots between **talking to camera** and **voiceovers** with slides
3. Take time **EDITING** your video
   - you might need to re-record some video and/or audio
4. Be careful with music and animations - **too much** can be **too distracting**!
5. Ask people to watch your video and give **feedback**
6. Use your **OWN** photos, videos, images and results

Technical Recommendations

Keep it to the **TIME LIMIT**
- **4-5 mins**

Submit your video via an **'unlisted' YouTube link**

Use any video editing software you have available to create an **mp4 file**

Platforms you might find useful:
- Canva
- Adobe Express
- Loom
- MS PowerPoint
- Prezi

Email thinkscience@ansto.gov.au if you have any questions

ANSTO

Think Science! Topic Ideas!

Stuck for topic ideas? Here are a few to inspire you...

- Which material will be the most effective insulator of heat?
- Which material is best to keep substances cold?
- Over what distances will magnets attract or repel each other?
- Which materials are attracted to a magnet?
- How do shadows change across the day?
- How do shadows created by different light sources compare?
- What is the best placement of two mirrors to allow us to see around corners?
- How does salinity (or soil type or sunlight or temperature) affect plant growth?
- Which type of soil (eg. sandy, loamy, clay soil) do beans grow best in?
- What type of material is the best conductor of electricity?
- How does water temperature affect the amount of salt dissolved?
- How does the shape of a bird's beak affect the type of food it can eat?

Email thinkscience@ansto.gov.au if you have any questions

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