Length of Session: 1-1.25 hours Group size: 35 (could split into 4 groups of 7-9 depending on the activity chosen)

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| Time | Content | Resources |
| 5 mins | Introductions  Introduce yourself by name ***(with a big smile and making eye contact with as many of the children as you can).***  Explain what you are there to do   1. Share your love of science 2. Share some of the great things you can do with science 3. Talk to them about the kind of jobs that use science every day   ***The power of 3…..grouping things in 3s is a useful technique for structuring a session and helping your audience to follow easily. It can also help to reinforce 3 things with 3 non verbal gestures, such as counting them on your fingers, or taking 3 steps……***  To start engaging them you could ask….  **What is science?** Science is the study of the world around us. Scientists learn about their subject by observing, describing, and experimenting. There are many subjects and branches of science. Some study outer space like astronomy. Other sciences study life (biology) or the earth (geology) or even matter and energy (physics).  **How many of you already think or know you want a job in science?.....** ”That’s great and what kind of job do you think you would like?” etc | Your personal prop or photo |
| 10 mins | 1.Use your prop to explain how you first got interested in science/your earliest memory of something that amazed you in the scientific world  ***It’s good if you can involve them early in the session, a good way to do this is to ask them some questions eg get them to guess how old you are in the photo or what they think your prop is…..*** |  |
| 20-30 mins | 2.Sharing great things you can do with science…….  ***Learning is more powerful if you can get people involved and help them have a learning experience….it’s more fun that way too!***  ***This also helps those who learn in different ways. There are 3 main types of learner, visual, auditory, kinaesthetic and reflector***  Involve the group in an activity…..either through a demonstration or ideally allowing them to get hands on……  Choosing something that links to both their curriculum and your job is ideal, however anything that shows science in a fun way will help them to see that science is both useful and fun.  Eg making a vinegar and bicarbonate of soda volcano; testing the load on bridges made of paper, card and lego; creating a solar system using ping pong, tennis, footballs and beachballs.  Think about the practical stuff, eg the size of the group (will you need them to work in sub groups to feel involved?) the type of room you have and how much kit you will need to carry!  ***See the ‘tips for practical activities’ sheet in your toolkit for more ideas***  ***It is helpful to keep in mind and make notes around the following when preparing this activity***  AIM of activity: what do you want your audience to gain from taking part in the activity?  STEPS to follow: break the activity down into single steps and check they are simple enough for your group to follow – especially if you are asking them to do it themselves  MESSAGES to get across: what are your key messages, key learning points (remember the power of 3!)  QUESTIONS to ask: what kind of questions could you ask to get them thinking and keep them engaged?  RESOURCES you will need: the simpler the better! | Resources for your activity |
| 15 mins | 3. Your job in science  Bring to life your job and how you use science every day, you can do this in a number of ways…..eg  Draw a timeline of a ‘typical’ day on the floor, bring along cards with pictures and words on of the things you do, people you meet and get the group to help you put together your day and then walk through your day with you, you can act out conversations or key activities  Bring along the kit you use in your job or special clothing you need to wear, ask for some volunteers to help you demonstrate them and explain how you use them  Create some skills and qualities cards, which include some of the things needed to do your job, get the group to pick out the things they think are relevant or useful from the pile…..you can also add some blank ones so they can add skills and qualities they think would be useful.  ***Remember - this is all stuff you know - it isn’t a ‘test’!! Relax and go with the flow - if you are having fun then the children are likely to be having fun too!*** | Props |
| 10 mins-15mins | ***It’s useful to have a couple of things in your back pocket, in case things aren’t working in the way you hoped or things take less time than planned……***   1. Q and A: Encourage the group to ask you questions about your job 2. Your dream job in science – ask the group to draw a picture of them in the dream science job 3. As an extension to the one above, you can ask for one or two of the children to volunteer to be ‘interviewed’ for their dream science job 4. Get the group to come up with their ideas for an amazing invention to solve one of their biggest problems, eg getting up on time, doing the dishes, making their bed etc | Paper and pencils |
| 5 mins | Close |  |