Activity Model 1: Who’s Who?

Via STEMNET we aim to inspire young people about STEM and enable them to develop their confidence, creativity, problem-solving and employability skills.

What are STEM Ambassadors?
STEM Ambassadors are volunteers of all ages and STEM backgrounds from apprentices to geologists and nuclear physicists to zoologists.

Have they received any training to work in schools?
All STEM Ambassadors are registered, enhanced CRB checked and have each received an induction into working in the classroom.

What can they do?
Lots! STEM Ambassadors can get involved in giving careers talks, helping out with STEM Clubs, running workshops in local schools & lots more.

How much do Ambassadors cost?
Absolutely nothing.

How do I access Ambassadors?
Simply contact STEMFirst we are looking forward to hearing from you.
Web: www.stemfirst.com
Email: contact@stemfirst.com

Use Who’s Who to let your students find out more about STEM Careers and the real people behind the ‘Job Titles’.

This session allows students to interact with our inspirational role-models, ask questions, find out more about these real people and why they have chosen their given career.

Do you know where a career in STEM will lead?

This session covers:

✓ Who am I? – 20 Questions
✓ ‘This is me’ – Ambassador Presentation
✓ Routes into the Profession
✓ Hands-on mini-challenge

Age Range: KS2 – KS5
Time Requirement: 1 hour
Suitability: STEM Lesson, PSHE, Careers
Extension: STEM Leaders Award, Ambassador Industry research, FutureMorph Investigation
Activity Model 1: **Who’s Who?**

**Description:**
*Who’s Who* enables students to find out more about STEM Careers and the real people behind the ‘Job Titles’.

This session allows students to interact with our inspirational role-models, ask questions, find out more about these real people and why they have chosen their given career.

**Session overview: 1 hour Duration**

- **Who am I? – 20 Questions**
  Students have to guess your job function/industry and job title in less than 20 questions or give them 20 multiple choice questions on your history / fantastic facts.

- **This is me – Ambassador Presentation**
  Ambassadors to illustrate to students what they actually do. This can take the form of PowerPoint, a day in the life, a career-map or video/product presentation with hardware or multi-media.

- **Routes into the Profession**
  It is important to illustrate the route the Ambassador has taken into his/her profession. Have examples of the different career paths some of your colleagues have also taken.

- **Hands-on mini-challenge**
  Undertake a mini hands-on challenge which either illustrates your job, your industry OR generically your profession. This can be very simple and be built around making bridges, paper structures, brain storming, or undertaking a real-life problem solving exercise.

**Examples of mini-challenges can be found at:**

- **Science Museum**
  [www.sciencemuseum.org.uk/educators/classroom_and_homework_resources.aspx](http://www.sciencemuseum.org.uk/educators/classroom_and_homework_resources.aspx)

- **CREST Pick up and Run Projects**
  [http://www.britishscienceassociation.org/web/ccaf/CREST/Link+Schemes+and+Project+Ideas/Pick+Up+and+Run+Projects.htm](http://www.britishscienceassociation.org/web/ccaf/CREST/Link+Schemes+and+Project+Ideas/Pick+Up+and+Run+Projects.htm)

- **Practical Action - The Squashed Tomato Challenge**
  [http://practicalaction.org/squashed-tomato-challenge-5](http://practicalaction.org/squashed-tomato-challenge-5)

- **Why not Chem Eng? Flash Bang Challenges**
  [www.whynotchemeng.com/wnce_home/Teachers/Top%20Ten%20Flash%20Bang%20Demos.aspx](http://www.whynotchemeng.com/wnce_home/Teachers/Top%20Ten%20Flash%20Bang%20Demos.aspx)

- **Dyson Engineering Challenges**
Activity Model 2: Design it, Make it, Improve it

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What can they do?
Lots! STEM Ambassadors can get involved in giving careers talks, helping out with STEM Clubs, running workshops in local schools & lots more.

How much do Ambassadors cost?
Absolutely nothing.

How do I access Ambassadors?
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Web: www.stemfirst.com
Email: contact@stemfirst.com

Many of our Ambassadors work designing, improving and producing a wide range of products for many areas of life.

Aircraft, medical devices, computer games, food, energy, cars, artificial limbs, furniture, music, entertainment equipment and environmental products are just some of the products made on our doorstep.

In Design it, Make it, Improve it students find out more about product design and the role of the people involved in creating and making ‘stuff’.

✓ Look at products we make in the NW and find out how it is done.
✓ How would you make something better?
✓ Improve the functionality of everyday objects with help from a Designer.

Age Range: KS2 – KS5
Time Requirement: 1 - 2 hours
Suitability: STEM Lesson, Careers, STEM Clubs
Extension: Make IT NW, CREST Awards, STEMChallenges
Activity Model 2: **Design It, Make It, Improve It**

**Description:**
We know that many of you work designing, improving and producing a wide range of products for many areas of life.

In **Design It, Make It, Improve It** Ambassadors can help students find out more about product design and the role of the people involved in creating and making ‘stuff’.

**Session overview: 1-2 hours Duration**

**The North West – What exactly do we do here?**
Brainstorm what the students think manufacturing means and what are ‘products’.
Students have to guess your job function/industry and job title in < 20 questions.
Then show the NW Products PowerPoint as supplied by STEMFirst.

**Which Came First**
Undertake Which Came First Quiz and use as a discussion point.

**Product Design and Me**
Ambassadors to illustrate to students what they actually do. This can take the form of PowerPoint, a day in the life, a career-map or video/product presentation with hardware or multi-media.

**Change it for the Better**
Ambassadors then work with students to look at everyday objects, to discuss their design and to look at how they would change the functionality / improve the design.
The design, manufacturing and production process can be discussed as can JUST IN TIME, QUALITY, PRODUCTION UNITS and PRODUCT TESTING dependent on the STEM Ambassadors background and experience.

How would you redesign your ipod? Phone? Sports Equipment? Use the ‘STEMFirst Change It’ pro-forma supplied by STEMFirst.

**Manufacturing Facts and more information can be found at:**

**Make IT Campaign** – [www.makeit.org.uk/home/](http://www.makeit.org.uk/home/)

*Use the ‘Organisation of Production Interactive tool’ (found under teacher resources)*

*‘Which Came First’ Interactive Quiz* supplied by STEMFirst

**STEMFirst Change It** Pro-Forma


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**Ambassador Check-list**

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- Lead teacher contact details
  STEMFirst will provide all teacher contact details for activities organised through ourselves.
- Risk Assessment for activity (if required)
  Risk Assessments need to be completed and signed by yourself and the lead teacher.
- Feedback Form
  Please complete the feedback form on the CONTACT page of our website.
- Record Activity on STEMNET Database
  Please record your activity on your profile / STEMNetworking or send us details so we can do it for you.

Contact **STEMFirst** if you have any questions:
Web: [www.stemfirst.com](http://www.stemfirst.com)
Email: contact@stemfirst.com
Activity Model 3: Careers Cascade

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What can they do?
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How much do Ambassadors cost?
Absolutely nothing.

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What can you do with Maths? How about naming several Science careers or listing Technology jobs?
We are all limited by our own experiences, but the breadth, variety and diversity of our STEM Ambassadors enables students to gain knowledge of a wider range of careers than ever before.

Careers Cascade enables a snapshot view of many different careers to be gathered, either focussed across STEM or specific to a subject or industry sector.

How would you find out about someone’s job if you only had 5 minutes? What would you ask and what would you want to know?

✓ Meet a Range of STEM Ambassadors.
✓ Ask those questions you always wanted to ask about real working life.
✓ Understand the range of jobs STEM education can lead to.

Age Range: KS3 – KS5
Time Requirement: 1 - 2 hours
Suitability: Lessons, Careers, STEM Days, Yr9 Options
Extension: Make IT NW, STEMFirst Careers Investigations, STEM Leaders, University / College Visits
Activity Model 3: Careers Cascade

Description:
Careers Cascade enables a snapshot of different careers to be gathered, either focussed across STEM or specific to a subject or industry sector.

How would you find out about someone’s job if you only had 5 minutes? What would you ask and what would you want to know?

This session allows students to interact with Ambassadors, ask questions, find out more about you and why you have chose your given career.

Session overview: 1-2 hours Duration

Brainstorm of STEM Perceptions and Careers
Students use post it notes to brainstorm:

✓ Words/phrases to describe STEM Career
✓ Guess the job titles / industry sectors of the Ambassadors

Hot Seat Q&A Session with Multiple Ambassadors
Start session by posing the question – ‘what would you like to know?’ and put selection of questions on the whiteboard / flip chart.

Hot seat with students moving around different Ambassadors, 5 minutes with each. Students freely ask questions/use the whiteboard examples.

Students share ‘surprising/interesting facts’ with the rest of the group.

Ambassador Stands and Find out More
Ambassadors to bring pictures / information / objects from their industry.

Why not use resources from Professional Bodies or Careers websites to create your ‘stand’?

Chemical Engineering  www.whynotchemeng.com/
Maths Careers  www.mathscareers.org.uk/
Manufacturing Careers  www.makeit.org.uk/home/
Aerospace Careers  www.careersinaerospace.com
NHS Careers  www.nhscareers.nhs.uk/

So What is Engineering?  www.tomorrowsengineers.org.uk/resources.cfm
Activity Model 4: Virtual Visitor

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E-Mail, Twitter, Blog, Skype - technological advances mean the way we communicate is continually changing.

Virtual Visitor enables students and teachers to use technology to access our STEM Ambassador's more frequently and simply.

Linking to a STEM Ambassador via Skype, E-mail or Video-conferencing has many advantages and can allow sustained involvement of Ambassadors with schools.

✓ Interview Ambassadors remotely.
✓ Enable mentoring of project and students.
✓ Illustrate the benefits of video-conferencing & how industry and business use virtual applications to reduce the time and cost impact of meetings.

Age Range: KS2 – KS5
Time Requirement: 10 minutes to 1 hour
Suitability: STEM / IT / Careers Lessons
Extension: STEM Careers Investigations, STEM Leaders Awards, HiddenScience
Activity Model 4 : Virtual Visitor

**Description:**

**Virtual Visitor** enables students and teachers to use technology to access STEM Ambassador's more frequently and simply.

Linking to a STEM Ambassador via Skype, E-mail or Video-conferencing has many advantages and can allow sustained involvement of Ambassadors with schools.

**Session Duration: 10 mins to 1 hour**

**Interview Ambassadors remotely.**

Use Skype or Video-conferencing to link directly into the classroom. Ensure that you have tested the connection with the teacher prior to the session!

This session could be a short informal Q&A session or the students could have been supplied with your industry sector & job title prior to the session and have had chance to research your company and have pre-prepared specific questions.

The remote interview could be submitted by the students to qualify for the Primary Engineer STEM Leaders Award.

Students can use the STEMFirst 20 Questions Sheet as a starting point.

**Enable mentoring of project and students.**

To support on-going projects STEM Ambassadors could link into STEM Clubs or could set a real-life problem for students and then have short 'review' audio/video conferences on several occasions.

**Illustrating the benefits of video-conferencing.**

Student's knowledge of the business environment is limited. It would be useful to highlight how industry and business use virtual applications to reduce the time and cost impact of meetings. Do you use IT to facilitate meetings, conferences and to share data? Use your real life experiences and examples with the students

**toolkit**

Primary Engineer Leaders Award

STEMFirst Twenty Questions - STEMFirst

Contact **STEMFirst** if you have any questions:

Web: [www.stemfirst.com](http://www.stemfirst.com)
Email: [contact@stemfirst.com](mailto:contact@stemfirst.com)
Activity Model 5: Project STEM

Via STEMNET we aim to inspire young people about STEM and enable them to develop their confidence, creativity, problem-solving and employability skills.

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The range of STEM Projects schools can get involved in is vast. The projects are as diverse as the range of STEM Careers, Industry Sectors and STEM job opportunities available!

Project STEM enables schools to ‘join the dots’ between STEM projects and embed Ambassador support into schools in order to develop a sustainable, effective, curriculum enrichment and STEM Engagement programme.

Project STEM works in two ways:

1) Requests from schools for STEM Ambassador specific experience.

2) STEM Ambassador ‘real-life’ projects to enable schools to put the curriculum/their ideas into context.

Age Range: KS2 – KS5
Time Requirement: 1 hour – Several Weeks
Suitability: Lessons, STEM Clubs, STEM Days
Extension: CREST Awards, Young Engineers, National Science and Engineering Competition, Industry Visits.
Activity Model 5: **Project STEM**

**Description:**

*Project STEM* enables schools to ‘join the dots’ between STEM projects and embed Ambassador support into schools in order to develop a sustainable, effective, curriculum enrichment and STEM Engagement programme.

**Session overview: 1 hour – Several Weeks**

*Project STEM* works in two ways:

- Requests from schools for STEM Ambassador specific experience.
- STEM Ambassador ‘real-life’ projects to enable schools to put the curriculum and their project ideas into context.

**Calling All Ambassadors**

Schools often tell us they are looking for real-life projects, or opportunities for students to have hands-on problems with a real context.

Take a moment to look at your job:

- Are there any projects that students could work on similar to your real work?
- Have you any problems to solve that could do with a fresh-eyes approach?

If so we want to hear from YOU!

Send your ideas to us at **STEMFirst**, upload your ideas to **STEMNetworking** or give us a call and we will either help fix you up with a school desperate for a challenge or facilitate the use of your ideas within **STEM Clubs**, **CREST** Projects or school lessons.

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**toolkit**

- **STEM Clubs**
  [http://www.stemclubs.net/projects/](http://www.stemclubs.net/projects/)

- **CREST Awards – Project Ideas**
  [http://www.britishscienceassociation.org](http://www.britishscienceassociation.org)

- **National Science and Engineering Week (NSEW)**
  [http://www.thebigbangfair.co.uk/nsec/the_competition_2011-12.cfm](http://www.thebigbangfair.co.uk/nsec/the_competition_2011-12.cfm)

- **STEMNetworking – Resource Bank**

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Contact **STEMFirst** if you have any questions:

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Email: [contact@stemfirst.com](mailto:contact@stemfirst.com)
Activity Model 6: **Fantastic Facts**

Rather than thinking carefully about the world around us, we all take things at face value and rarely see or understand what actually goes into making our world.

From the food we eat, the clothes we wear, the recreational activities we undertake through to the medicine, machines and gadgets we use – it is STEM that supports 21st Century Life.

**Fantastic Facts** illustrate the details of STEM, giving students an appreciation of the statistics, costs, careers and advances in understanding that goes into producing real-life as we know it.

- Lancashire Professions and STEM Careers
- Manufacturing statistics and product design facts
- STEM Job Prospects, National Statistics and Salary Expectations
- The facts behind ‘What goes into making…….?’

**Age Range:** KS3 – KS5  
**Time Requirement:** 1 - 2 hours  
**Suitability:** Lessons, Careers, STEM Days, Yr9 Options  
**Extension:** Make IT NW, STEMFirst Careers Investigations, STEM Leaders Awards, HiddenScience, University / College Visits

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**How much do Ambassadors cost?**

Absolutely nothing.

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Activity Model 6: **Fantastic Facts**

**Description:**

**Fantastic Facts** illustrates the details of STEM, giving students an appreciation of the statistics, costs, careers and advances in understanding what goes into producing real-life as we know it.

From the food we eat, the clothes we wear, the recreational activities we undertake through to the medicine, machines and gadgets we use – it is STEM that supports 21st Century Life.

**Session overview: 1-2 hours Duration**

**Ambassador Presentation**

Ambassadors illustrate to students what they actually do and where they work.

Illustrate the careers locally and if you are part of a supply chain, the range of employers connected to your industry that all work towards producing the end product. This can take form of PowerPoint, a day in the life, a career-map or video/product presentation.

**What goes into making.......?**

Use manufacturing statistics and product design facts to illustrate what goes into making the things around us. Ambassadors can bring in an object from their work and use as a discussion point. Include technical, cost, durability and problem solving issues.

Use the Small Is.......Technology Timeline to illustrate historical inventions and developments and support students in undertaking the **Small Is Challenge**. Look at **Where Science and Maths will take you** by FutureMorph.

**Hidden Science**

Use live IT or print-screen to illustrate to students the type of STEM individuals and companies that are operating in their postcodes.

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**Toolkit**

- **2011 STEM Fantastic Facts**
  - [http://www.careercompanion.co.uk/files/page_element/STEM_Facinating_facts-0.pdf](http://www.careercompanion.co.uk/files/page_element/STEM_Facinating_facts-0.pdf)
- **Hidden Map of Science** – IT tool to find STEM Professionals hiding in any neighbourhood [http://www.hiddensciencemap.org/](http://www.hiddensciencemap.org/)
- **Small Is Challenge & Where Science Maths will take You**– From STEMFirst
- **Leading Lights** – Posters available from STEMNET via STEMFirst [http://www.stemnet.org.uk/list/1](http://www.stemnet.org.uk/list/1)
- **STEM Facts** appealing to students [http://www.sciencekids.co.nz/sciencefacts.html](http://www.sciencekids.co.nz/sciencefacts.html)

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**Ambassador Check-list**

- Inform STEMFirst of your activity.
  - It is essential that you inform STEMFirst of ANY activity with schools. You are only covered by STEMNET’s insurance if we are notified.

- Lead teacher contact details
  - STEMFirst will provide all teacher contact details for activities organised through ourselves.

- Risk Assessment for activity (if required)
  - Risk Assessments need to be completed and signed by yourself and the lead teacher.

- Feedback Form
  - Please complete the feedback form on the CONTACT page of our website.

- Record Activity on STEMNET Database
  - Please record your activity on your profile / STEMNetworking or send us details so we can do it for you.

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Email: contact@stemfirst.com
Activity Model 7: **Not For Girls**

Via STEMNET we aim to inspire young people about STEM and enable them to develop their confidence, creativity, problem-solving and employability skills.

**What are STEM Ambassadors?**
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**Have they received any training to work in schools?**
All STEM Ambassadors are registered, enhanced CRB checked and have each received an induction into working in the classroom.

**What can they do?**
Lots! STEM Ambassadors can get involved in giving careers talks, helping out with STEM Clubs, running workshops in local schools & lots more!

**How much do Ambassadors cost?**
Absolutely nothing.

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**Science is too difficult?**
**Technology is for geeks?**
**Engineering is not for girls?**
**Maths is boring?**

STEM Ambassadors, as well as providing inspirational insight into careers, professions and job opportunities, are a useful resource with which to challenge traditional stereotypes about the nature of certain jobs and the type of people working in STEM.

**Not For Girls** aims to challenge stereotypes and can be tailored to tackle a range of misconceptions:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Job Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>Ability</td>
<td></td>
</tr>
</tbody>
</table>

**Age Range:** KS3 – KS5  
**Time Requirement:** 1 - 2 hours  
**Suitability:** Lessons, Careers, STEM Days, Yr9 Options  
**Extension:** Make IT NW, STEMFirst Careers Investigations, HiddenScience, University / Industry Visits
Activity Model 7: **Not For Girls**

**Description:**

*Science is too difficult? Technology is for geeks? Engineering is not for girls? Maths is boring?*

STEM Ambassadors, as well as providing inspirational insight into STEM careers, can support the challenging of traditional stereotypes about the type of jobs and people in STEM.

**Not For Girls** aims to challenge stereotypes and can be tailored to tackle a range of misconceptions whether it be Gender, Ethnicity, Job, Background or Ability.

**Session overview: 1 - 2 hours Duration**

The session can either focus on a stereotype as specified by the teacher or look at stereotypes in general and our attitudes to STEM jobs and STEM industry. Schools may ask for a specific group of Ambassadors in order to illustrate that jobs are not only for one group of the population.

**‘This is me’ – Ambassador Presentation**

Ambassadors to illustrate to students what they actually do. This can take the form of PowerPoint, a day in the life, a career-map or video/product presentation.

**What is a stereotype?**

Brainstorm with students / post it notes what we mean by stereotypes, the different groups that can be stereotyped and jobs that stereotypically go with a certain group of people.

What S, T, E, M individuals can you think of in the media?

Have a look at how Scientists are portrayed in the media and use ‘Einstein wore AllStars’ to discuss.

**What do people think when they hear the word ‘Scientist’ or ‘Engineer’?**

Discuss with the group ‘Do you agree that science has an image problem?’

How would the students improve STEM’s image and how you would ‘sell’ engineering or science to the next generation.

**The Values Game** and **What might you be?** on Future Morph

http://www.futuremorph.org/search.cfm?widCall1=customWidgets.contentItem_show_1&cit_id=4326

**WISE – Postcards from the Future**

http://www.wisecampaign.org.uk/girls/postcards_from_the_future.cfm

**Women in Science and Engineering (WISE) – Use Mindmap Resources**

http://www.wisecampaign.org.uk/

**STEM Equality and Diversity Toolkit** helps organisations to present STEM careers to the broadest spectrum of society.

http://www.stem-e-and-d-toolkit.co.uk

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Activity Model 8: One without the other

Via STEMNET we aim to inspire young people about STEM and enable them to develop their confidence, creativity, problem-solving and employability skills.

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“"I don’t need Maths to be an Engineer."”

At school subjects can often seem quite independent from each other.

One without the other illustrates the strong links between Science, Technology, Engineering and Maths and helps highlight how much of an overlap there is in many STEM jobs between these four subjects.

✓ How much Maths is involved in any job?
✓ Like a selection of subjects? Investigate which job would tick all your boxes.
✓ How useful is what you learn in school STEM, and how is it applied in real jobs?

Age Range: KS3 – KS5
Time Requirement: 1 - 2 hours
Suitability: Lessons, Careers, STEM Days, Yr9 Options
Extension: Make IT NW, STEMFirst Careers Investigations, HiddenScience, STEMClub Projects, University Visits, Industry Visits, Young Engineers, STEM Leaders Award
Activity Model 8: **One without the Other**

**Description:**

“I don’t need Maths to be an Engineer.”

At school, subjects can often seem quite independent from each other. **One without the other** illustrates the strong links between Science, Technology, Engineering and Maths and helps highlight how much of an overlap there is in many STEM jobs between these four subjects.

**Session overview: 1 – 2 hours Duration**

**How much S,T,E or M is involved in any job?**

Talk to students about your job and the S, T, E and M aspects of it.

**How useful is what you learn in school STEM and how is it applied in real jobs?**

Can you remember what you learnt at school – what do you use everyday?

**Hands-on mini-challenge**

Undertake a mini hands-on challenge which either illustrates your job, your industry OR generically your profession. This can be very simple and be built around making bridges, paper structures, brain storming, or undertaking a real-life problem solving exercise. HIGHLIGHT to the students the different skills / subject areas they use.

What Science, Technology, Engineering, Maths did they use? Get them to write on post-its and put on wall under these 4 headings.

The Engineering and Physical Sciences Research Council (EPSRC) website has some simple hands on experiments you can do with the students or make your own.

**DON’T FORGET YOUR RISK ASSESSMENT**

- **ESPRC Activities** - Hands on Challenges that students assess for S,T,E & M
  [http://www.epsrc.ac.uk/newsevents/experiments/Pages/default.aspx](http://www.epsrc.ac.uk/newsevents/experiments/Pages/default.aspx)

- **Wake up to your future with Science and Maths**

- **Dyson Foundation Mini-Challenges**

- **So What is Engineering?**
  [www.tomorrowsengineers.org.uk/resources.cfm](http://www.tomorrowsengineers.org.uk/resources.cfm)

Contact **STEMFirst** if you have any questions:

**Web:** [www.stemfirst.com](http://www.stemfirst.com)

**Email:** contact@stemfirst.com
Activity Model 9: **Relative Role-Models**

Via STEMNET we aim to inspire young people about STEM and enable them to develop their confidence, creativity, problem-solving and employability skills.

What are STEM Ambassadors?
STEM Ambassadors are volunteers of all ages and STEM backgrounds from apprentices to geologists and nuclear physicists to zoologists.

Have they received any training to work in schools?
All STEM Ambassadors are registered, enhanced CRB checked and have each received an induction into working in the classroom.

What can they do?
Lots! STEM Ambassadors can get involved in giving careers talks, helping out with STEM Clubs, running workshops in local schools & lots more!

How much do Ambassadors cost?
Absolutely nothing.

How do I access Ambassadors?
Simply contact STEMFirst we are looking forward to hearing from you.
Web: [www.stemfirst.com](http://www.stemfirst.com)
Email: contact@stemfirst.com

The major influence on young people are those close to them – their parents, carers, relatives and friends.

In order to make informed choices those influences need to be positive ones.

**Relative Role-Models** enables young people to meet a range of positive role models, to allow parents and carers to get involved with their children’s school STEM programme and to allow students with limited or narrow access to STEM professionals to learn more about real-world jobs, careers and STEM opportunities.

- Raise support for YOUR school
- Support disadvantaged groups
- Widen horizons of students and young people
- Capitalise on local knowledge and experience

**Age Range:** KS1 – KS5

**Time Requirement:** 1 - 2 hours

**Suitability:** Lessons, Careers, STEM Days, Yr9 Options

**Extension:** STEM Leaders Awards, HiddenScience, University / College Visits, STEM Projects
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**Session overview: 1 – 2 hours Duration**

**Bespoke School Support**
Via working with specific schools STEMFirst will facilitate the promotion of STEMNET and the STEM Ambassador programme to parents, carers and other friends / relatives of pupils at that school.

STEMFirst will provide induction to all interested parties and undertake their Enhanced CRB checks.

Working with schools STEMFirst will support their engagement in STEM and facilitate the deployment of those Ambassadors with affiliation to that specific school.

A bespoke engagement plan will be put in place to enable schools to maximise the benefit of having STEM Ambassadors working in their schools.

**‘This is me’ – Ambassador Presentation**
Ambassadors should aim to illustrate to students what they actually do, who they are and their links to the school. This can take the form of PowerPoint, a day in the life, a career-map or video/product presentation and should focus on the ‘personal side’.

Why not give an overview of what you wanted to be when you were their age? Can you remember your ‘light bulb’ moment or when you were first switched on to STEM or the job you are in?

**STEMFirst** - Facilitation of links between identified Ambassadors and identified Schools

**STEMFirst Ambassador Models** – Use of all Ambassador usage models for ideas on how to raise STEM activity in identified Schools.

**STEMNetworking** to illustrate STEM Activity and raise Schools profile

http://networking.stemnet.org.uk/

**Future Morph STEM Careers Activity Pack for Parents** -
http://www.futuremorph.org/search.cfm?widCall1=customWidgets.contentItem_show_1&cit_id=4956