

## Activity Support Document

### What's my job?

### Introduction


This activity has been designed to connect primary teachers, pupils and schools with staff from a wide range of job and career roles in the Environment Agency. It is guidance on how an Environment Agency STEM Ambassador can talk to children to inspire them with their enthusiasm for their role at the Environment Agency and the world of work. It is an opportunity to show pupils how what they learn at school is used in everyday situations and the exciting roles they could possibly do when they are older.

The aspiration is that the engagement of the STEM Ambassador with the pupils will have a positive impact on their education both now and in the future.


### > Objectives of this activity


- Increase aspirations for the children for their future
- Increase the awareness of pupils to jobs both with the Environment Agency and in the wider world of work outside of education
- Open up opportunities to discuss/change the ideas about potential gender stereotyping around particular jobs
- Increase the confidence of teachers to invite Environment Agency staff into school to discuss careers and/or support the teacher with Environment Agency classroom activities

### Topic | Careers







 **User** Environment Agency STEM Ambassador

 **Age group** Ages 4 - 11

 **Length of activity** 30 mins

 **Subjects** Dependent on the STEM Ambassador

### At the end of this activity pupils should be able to do the following:

-  Describe where the STEM Ambassador works
-  List the equipment and clothes needed for the STEM Ambassador to do their job
-  List the skills needed for the STEM Ambassador to do their job
-  Describe the job of the STEM Ambassador
-  Understand that there are lots of different jobs available for pupils to do and they can do all of them regardless of their gender
-  Make links between pupils learning and applying that learning to real-world situations.

This activity could be used in conjunction with other activities, created for use by teachers and/or Environment Agency STEM ambassadors, on the topics of water and biodiversity. These activities enable teachers to introduce the work of the Environment Agency into their lessons and deliver elements of the national curriculum with the help of an Environment Agency STEM Ambassador.

## > What is the activity about and how to organise it?

*This is meant as a guide to running the activity, but please feel free to adapt it to suit your particular requirements.*

The pupils will be very excited to have a visitor and will be keen to participate and find out what you do. To deliver this session effectively you need to prepare a set of powerpoint slides in advance using the template provided. This involves taking some pictures and inserting them into the appropriate slides. A completed example has been provided in this activity pack as guidance. Remember the images must be suitable for children, only include the faces of people with their permission, and where applicable show people working safely. Further guidance as to the sort of images to include are given in the notes below. Once the slides are completed check them with the class teacher before showing them to the pupils. In addition in advance of the school session think about the words that you use in your job. Again check these with the teacher, to ensure the level of understanding of the audience. Further guidance on how pupils' understand language is given at the end of this guidance.

### Notes on the presentation slides

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#### Slide 1

'What's my job?' - Explain to the children the aim of the session is for them to try to guess your job by using the clues given to them during the session.

#### Slide 2

'This is where I work' - Add appropriate images of your workplace such as office, outdoor area, views of the building etc. If you work in more than one place images of each place could be included.

#### Slide 3

'These are what I use for my job' - Add images of tools you use e.g. magnifying glass, pH water testing strip, computer screen with an example of the documents which might be used etc. If possible you could bring in examples of this equipment to show to the children.

#### Slide 4

'I use these skills' - Highlight the skills you use or delete those that are not used on the grid. Ask the children if they know what the word/skill is and/or means.

Let the children explain it in their own words and support them by possibly asking them to give examples of what and/or how they have used that skill in their schoolwork, playing or at home.

### **Slide 5**

'I wear this/these for work' - Add images of your normal work attire to this slide. If you work outside, images of wellingtons or waterproofs etc could be added. If you work in a lab an image of a lab coat, goggles etc would be suitable, or if you work at a computer an image of everyday clothes could be added or maybe the slide could be deleted. If you wear specialist clothing you could bring in examples to show to the children.

### **Slide 6**

'This / these are my views at work' - Do you work outside or in an office? Does the work venue change depending on the aspect of the job for that particular day? Add in here any images of the work venue.

### **Slide 7**

'Twenty questions' - The teacher could ask the children to create questions before your visit. If this has not been done examples of questions may need to be given which allow for a yes or no answer. Eg. "Where do you work?" will not allow a yes/no answer but a question "Do you work inside?" will allow a yes/no answer. Let them give examples of their own ideas for appropriate questions.

One approach could be to introduce a competitive element to this (especially if there are a few STEM Ambassadors at the school talking about their roles/careers) by putting the children in teams and each team taking it in turn to ask a question and the team who asks the most informative question winning a point or giving points to the team that guesses the job role. Alternatively, after you have answered the pupils' questions they go away in their groups and create on paper an idea of what your role involves. For example they may sketch an outdoor area with a digger present and lots of detailed drawings with accurate measurements if the STEM Ambassador is an engineer.

### **Slide 8**

'I do this in my work' - add a series of images or short video clips of your daily work life. Depending on how the children are developing their ideas it may be better not to show them this until the end of the session in slide 10 when they have actually worked out what your role is.

### **Slide 9**

'What is my job?' – Ask pupils to volunteer their ideas with reasoning, not random guesses. Remember to be positive and encouraging about the pupils' responses.

### **Slide 10**

'This is my job' - Tell pupils about your job and link it back to the pupils' ideas. Discuss the positive and enjoyable parts of your job.



## Key vocabulary

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In advance of the school session you need to think about the words that you use in your job.

Possible key words for skills that may be used:

<b>exploration</b>	<b>identification</b>	<b>investigation</b>	<b>questioning</b>
<b>measuring</b>	<b>observing</b>	<b>identifying patterns</b>	<b>classifying</b>
<b>estimating</b>	<b>predicting</b>	<b>explaining/ reasoning</b>	<b>handling data</b>
<b>seeking information</b>	<b>accuracy</b>	<b>curiosity</b>	<b>looking for changes</b>

These skill key words link to aspects of the national curriculum for subjects such as maths, science, geography, design and technology, so teachers should be using these words on a regular basis with the pupils. You may need to think about which ones are particularly relevant to your role with the Environment Agency and be prepared to give examples of how that skill is used in your job. In addition, some words may need further explanation. For example, accuracy, where the use of shoe size could be used to highlight its meaning. Measuring the length of a person's foot with a ruler gives a more accurate measurement than judging the size by comparing it with another person's foot. Accuracy is important in this case because the wrong size shoes can lead to sore feet.

## > National Curriculum links

In the primary phase there are no specific programmes of study linked to careers and employment. However, the work of the STEM Ambassador may be relevant to many aspects of the national curriculum such as maths, science, geography, design and technology. The skills key words are linked to the programmes of study for working scientifically in the key stage 1/2 curriculum.

## > Literacy Guidance for STEM Ambassadors




For pupils to comprehend a text, or the words said to them, they must understand 95% of the vocabulary used. Teachers use a concept called 'Tiers of Vocabulary' to help them to identify words that pupils will struggle with.

In summary, vocabulary can be divided into 3 tiers:

- Tier 1 - high frequency words spoken commonly (eg. table, slowly, write, horrible)
- Tier 2 - high frequency words used across different subjects, but they are not spoken as frequently so can cause significant problems for pupils when used in conversation. (eg. classify, estimate, career, evidence)
- Tier 3 - words that are not used frequently and are subject specific (eg. evaporation, filter)

In education teachers take time to explain the tier 3 words. However, the tier 2 words are often neglected so these tend to be the words that pupils will struggle the most with. As a rule of thumb pupils are unlikely to understand words that are not used in everyday language.

## > Equipment needed for session

-  Presentation slide and accompanying notes
-  Projector equipment and screen
-  Any resources linked to the role of the STEM Ambassador's role at the Environment Agency used on the slides such as equipment or clothes

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