

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 may be that an Environment Agency STEM Ambassador is unable to come to your school so the activity includes resources for a teacher to be able to talk about a job role and career at the Environment Agency.


It is an opportunity to show pupils how what they learn at school is used in everyday situations and how this activity can open opportunities for them in the future and the engaging, 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.

Topic | Careers







 **User** Teacher

 **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 the STEM Ambassador does. The STEM Ambassador will need to prepare slides in advance of the session and they should check these with you before using them to ensure they are suitable. The STEM Ambassador may also contact you to check the age appropriate vocabulary to use when they describe their job.

It may be that an Environment Agency STEM Ambassador is not available to come to the school, but you would still like to introduce the pupils to a job within the Environment Agency. Within this activity there is a pre-prepared set of slides and notes for the role of an Environmental Scientist which could be used.

Notes on the presentation slides

Slide 1

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

Slide 2

'This is where I work' - Add appropriate images of the STEM Ambassador's workplace such as office, outdoor area, views of the building etc. If they 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 used by the STEM Ambassador e.g. magnifying glass, pH water testing strip, computer screen with an example of the documents which might be used etc. If possible the STEM Ambassador could bring in examples of this equipment to show to the children.

Slide 4

'I use these skills' - Highlight the skills used by the STEM Ambassador 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 the STEM Ambassador's normal attire to this slide. If the STEM Ambassador is working outside images of wellingtons or waterproofs etc could be added. If the STEM Ambassador is working in a lab an image of a lab coat, goggles etc would be suitable or if they work at a computer an image of everyday clothes could be added or maybe the slide could be deleted. If the STEM Ambassador wears specialist clothing they could bring in examples to show to the children.

Slide 6

'This / these are my views at work' - Does the STEM Ambassador 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 the STEM Ambassador 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 you examples of their own ideas for appropriate questions. You could base it on a photograph of an animal and have a child volunteer from the class answering with yes or no answers only.

You might decide to have 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 the STEM Ambassador has 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' -The STEM Ambassador adds a series of images or short video clips of their 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 the STEM Ambassadors role is.

Slide 9

'What is my job?' – Ask student 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' - The STEM Ambassador tells pupils about their job and links it back to the pupils' ideas. The STEM Ambassador discusses the positives and enjoyable parts of their job.



Key vocabulary

In advance of the school session the STEM Ambassador needs to think about the words that they use in their job.

Possible key words for skills that may be used:

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

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. The STEM Ambassador may need to think about which ones are particularly relevant to their role with the Environment Agency and be prepared to give examples of how that skill is used in their 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.

> 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