

1 Maximising Your Request

Hub tips for writing a great STEM Ambassador request.



Activity Name:

Keep it simple and descriptive.

“Stand at careers event” “Mock interview” “Help with primary science lesson” “10 minute assembly” “Judge plastics challenge competition” “Support save the planet day – Activities led by teachers” “Talk to maths teachers at CPD about your career in STEM”

Activity Description:

- Start the description with the **timings of the event**
- Include as much detail as possible about **what the STEM Ambassador will be doing** and what support is available from you. Our volunteers are not teachers, so knowing that someone is there to help them and exactly what you would like them to do is really helpful.

Put your request in at least 8 weeks in advance for the best chance of support

2 Managing your Request

Staying on the ball to secure STEM Ambassador support



Offering a place:

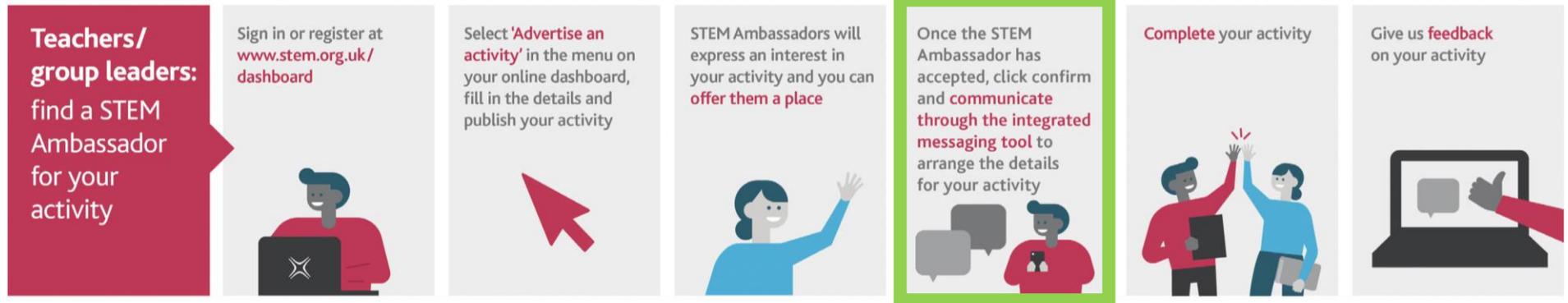
- Click **offer position** each time a STEM Ambassador expresses an interest. If you don't do this, they won't know that you want them to come!
- Most of our STEM Ambassadors work full time. The quicker you offer them a position, the more likely they are to be able to make arrangements to support your activity.

What if no-one expresses an interest, the STEM ambassador doesn't respond to our offer or declines?

- 10 working days before your activity contact stem@rtcnorth.co.uk with a link to your activity to let us know.
- The STEM Ambassador hub will do our best to find you someone to support your activity.
- If we can't, we'll see what else we can support you with – securing STEM Ambassador support for another activity, recruiting STEM Ambassadors in your area or lending you some of our physical resources.

3 Communication Guidelines

Keep them talking to get the buy in and commitment



Communication through the platform:

- Some STEM Ambassadors will have asked a question after expressing an interest or included some details about themselves as a response.
- As soon as you offer a position, send a message to the STEM Ambassador to say thanks for expressing an interest.
- We recommend sending your **email address** in the message for further communication to save you time logging into the platform. Some STEM Ambassadors can't access it at work, so it can slow communication down!
- Get a face to face meeting or phone conversation in the diary ASAP!

4 Activity Checklist

For maximum impact, use this checklist to help you plan and deliver a successful STEM Ambassador activity and build sustainable business links for your school.

Before



Contact the STEM Ambassador to discuss the activity. Establish the aims, an outline of the activity and the timing. This will help to measure the impact afterwards.	
Discuss how you can help make the activity fit the ability and age of your class. Support with differentiating the activity where needed.	
Confirm who will be providing the resources and what resources/facilities are required	
Confirm logistical details with the STEM Ambassador: date, time, parking, access, safeguarding.	
If time allows, invite the STEM Ambassador in for a discussion to see the space and the group if possible.	
Find out more about the STEM Ambassador and prepare the young people to ask questions.	
Plan how you will gather impact of the activity to support future engagements taking place.	
Plan who will meet STEM Ambassador on the day, aim to make this half an hour before the activity so that they can get settled in, have a cup of tea and a biscuit!	

During



Ensure the STEM Ambassador is greeted, offered a drink and showed where the toilets are. Before school, break and lunchtime are great times for this.	
Help the STEM Ambassador to set up, student helpers are also really useful for getting resources out and setting up.	
Work as a team. Support with behaviour management and differentiation during the session. If you have any great tips for getting the young peoples attention please share them on the day – or model them for the STEM Ambassador. It's important to remember that they are not teachers!	

After



Make time for a debrief, preferably face to face immediately afterwards – if you have another lesson straight afterwards, ask someone to show them out and arrange a mutually convenient time to debrief over the phone to feedback both ways.	
Discuss future activities, what could you do together in the future, could you utilise the wider network of STEM Ambassadors? Their company, institute, connections?	

5 Impact Target

Generating quantitative data to demonstrate impact

STEM Ambassador Impact Tool Guidance

The STEM Ambassador Impact Tool has been developed as a quick and easy method of collecting data about the impact your engagement has on the young people involved. Young people will mark their agreement to four statements about engagement, aspirations, skills and careers using a 4-point scale.

Using the Target

There are a number of ways to use the tool to collect data from young people and you should use the method most appropriate for your engagement. However you choose to collect the data, the young people involved should always respond at the end of the engagement or activity.

It is recommended that you print one impact target and allow the young people to mark their agreement to each statement directly onto the printout using pens or stickers. If possible, you should distinguish between males and females by using different coloured pens/stickers (please avoid pink and blue). Depending on group size, 1 per table could work better!

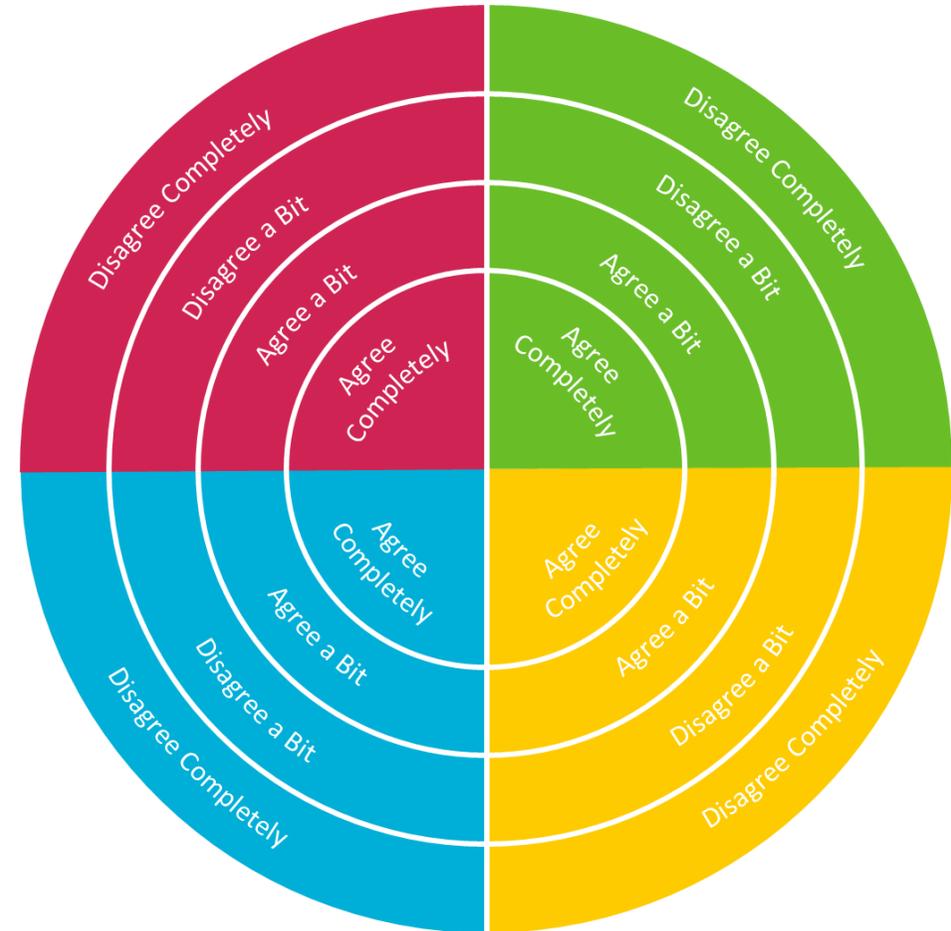
Digital Alternatives

For ease of data collection, if the young people you are working with have access to internet connected devices, using a google form, survey monkey or any other software would work well.

Data Collection

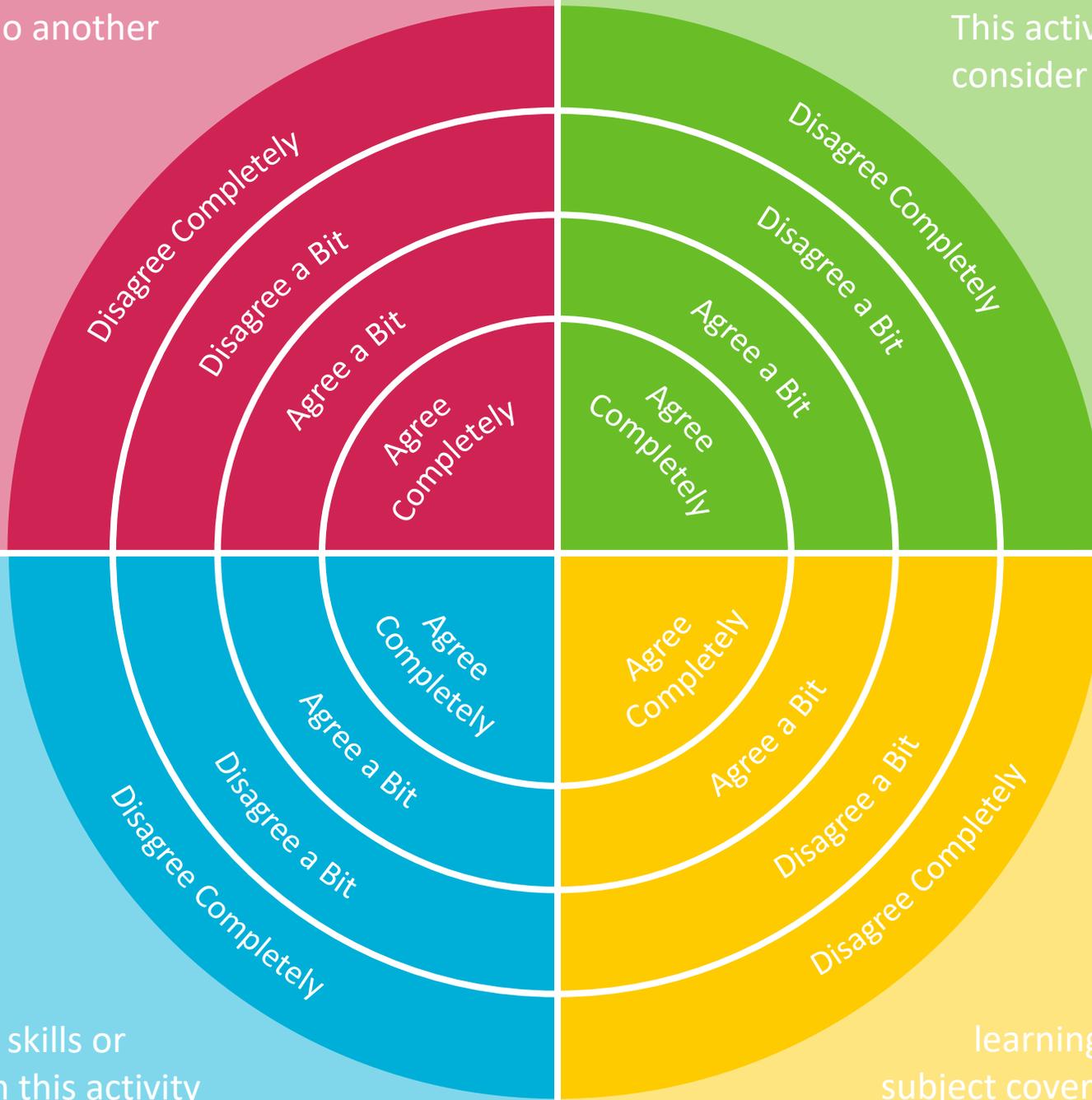
Please fill in the google form to pass on your results to the hub.

<https://goo.gl/forms/4jtSDUz0gUQv101p2>



I would like to do another activity like this

This activity has made me consider a career in STEM



I've gained new skills or knowledge from this activity

I'm interested in learning more about the subject covered in this activity

6 Impact Postcards

Generating qualitative data to demonstrate impact

STEM Ambassador Impact Postcard

The STEM Ambassador postcard has been developed for young people to provide more detailed feedback about a STEM Ambassador activity.

Using the Postcards

You could provide a postcard to each young person to collate their thoughts about an activity. Alternatively, you could print one A3 copy and ask young people to feedback on post it notes to stick on the large poster. Different colour post-its could be used for boys and girls to identify any areas of difference.

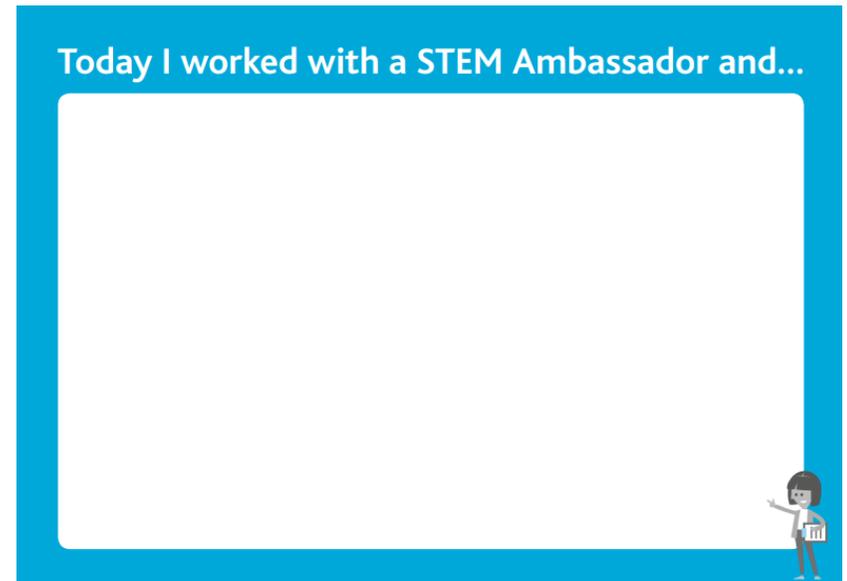
Digital Alternatives

For ease of data collection, if the young people you are working with have access to internet connected devices, using a google form, survey monkey or any other software would work well. You could combine this with the form/survey from the target.

Data Collection

Please use this google form to send any good examples of impact to the STEM Ambassador hub.

<https://goo.gl/forms/Almcs75LbaGLYbjG2>



Today I worked with a STEM Ambassador and...

