The Ogden Trust

making physics matter

Student ambassador handbook

This document has been produced to provide useful guidance and templates for teachers to share with student ambassadors running science clubs.

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What are the benefits of being a student ambassador?

Student ambassador schemes are a great way to develop and nurture enthusiasm, leadership and communication skills. Ambassadors will have an enthusiasm for a subject that they can share and communicate with others; they can often engage younger learners and capture their curiosity in ways not always possible for teachers and the curriculum.

Planning and delivering a science club can be the perfect project for student science ambassadors. As a science ambassador, you can share inspiring, exciting and fun science activities with younger students, acting as a role model to support, enthuse and motivate learning in science. Science clubs may take place in your own school or in local primary schools.

There are many benefits to taking part in an ambassador programme. You will improve your communication and teamworking, build confidence and develop leadership skills. You could achieve a CREST award or other accreditation, which you will be able to include on your UCAS application.

Developing transferable and employability skills, will support both your education and future employment opportunities. Becoming a student ambassador and running a science club can develop the following skills:

Communication

- Listening – ability to listen and understand information
- Presenting – vocal communication of information or ideas

Creative problem solving

- Problem solving – ability to find a solution to a complex situation or challenge
- Creativity – use of imagination and the generation of new ideas

Self-management

- Staying positive – ability to use tactics to overcome setbacks and achieve goals
- Aiming high – ability to set clear, tangible goals and devise a robust route to achieving them

Inter-personal

- Leadership – supporting, encouraging and motivating others to achieve a shared goal
- Teamwork – working co-operatively with others towards achieving a shared goal

Using the templates in this pack can help you to develop a portfolio of evidence towards a CREST award, Youth STEMM award or another accreditation.

Remember, you will need to provide evidence for all stages of your science club project: planning, researching, preparing, delivering, reflecting and evaluating.

Activity log

Use this space to log the activities you undertake as a student ambassador, preparing and delivering your science club.

Date	Activity eg planning, practising, discussing, delivering, reviewing, evaluating	Hours spent	Total hours

Planning

Consider what you have learnt about lesson planning, teaching, controlling student behaviour and monitoring the impact of the club.

Find out the key information you will need to run the club effectively. This may include:

- Where will the activity take place?
- What facilities and equipment will be available to you in the classroom?
- What resources or equipment might you need to bring each week?
- How many children will attend the club and what age will they be?
- Any other important information**:** *eg school behaviour policy or routines*

Researching topics

Use this space to evidence your research on what you will include in your science club lesson plans. Remember to include your sources of information including website links or book titles.

Science club lesson plan

Date:	Year group:	No. children:
Learning objectives:	Resources needed:	
Points from last week:		
Starter:		
Main activity:		
Plenary:	Extension activities:	
Key questions/ideas		

Science club risk assessment

Use this template or one provided by your teacher. Carry out research so that you understand the purpose of a risk assessment and how to complete one.

Name:	Date:	Year group:	No. children:	
Checked by lead teacher ☐		Date:		
Checked by supervising teacher ☐		Date:		
Hazard Hazardous substances, procedure or equipment	**Risk** What problems could arise?	**Sources of information**	**Control measures in place** How will you reduce the risk?	**Emergency procedures** What will you do if a problem arises?
For further information, please consult the CLEAPSS or SSERC website				

Reflective diary

Complete these notes **after each session**. Think about the following questions:

- What went well?
- What can I improve next time?
- What have I learnt?
- Was the outcome of the lesson what I had planned?
- Did any problems occur and how did I overcome them?

Weekly reflection

Project reflections

When you have come to the end of your science club project, you could write down your reflections on taking part. Consider the following questions:

- Was my science club a success? How do I know it was a success?
- What did I implement or change during the project to ensure it was successful?
- What problems did I encounter? How did I overcome those problems?
- How did I respond to feedback I received from teachers?
- What skills have I learnt or improved through taking part?
- How will I apply what I have learnt in the future?
- If I were to do a similar project again what would I do differently?

End of project reflection