



How to...

set up a child-led science committee

Aim

- To develop children's science capital through child leadership of science enrichment.

Introduction

Who is involved?

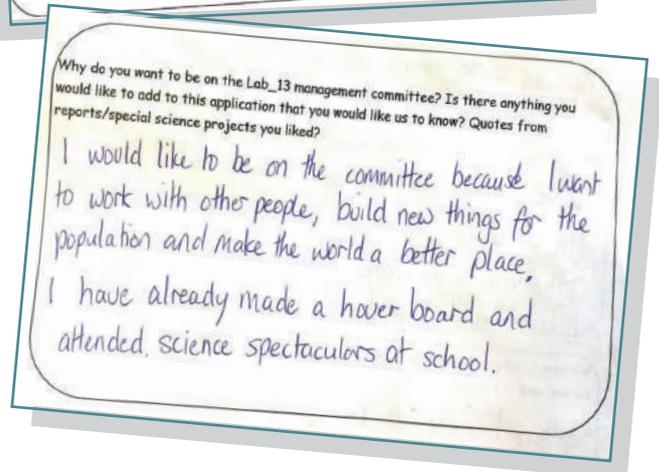
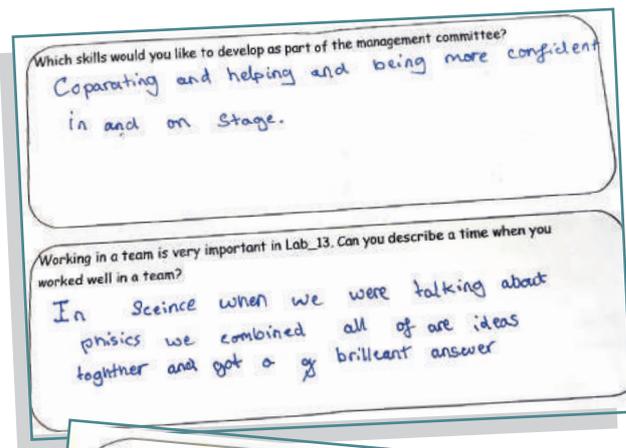
- Around ten children aged nine to eleven form the team.
- They are supported by an adult in school, ideally the science lead or a member of staff who is an advocate for science.
- All children in the school can get involved with the enrichment that the team lead.
- Possible names for the team include: Science Committee, Science Ambassadors, Science Helpers, Science Technicians or Lab Helpers.
- The committee is selected for a year and will normally meet once a week.

What do they do?

- The children come up with ideas for science enrichment, then they plan how to turn their ideas into reality, and put in the work to make it happen!
- The adult supports the children by suggesting ideas, as well as scaffolding and modelling planning and preparation, especially at the start of the year.
- Examples of enrichment include: lunchtime or after-school clubs, assemblies, science cinema, science weeks, competitions, science busking at school events and writing blogs about their work.

How much time does it take up?

- The team meets once a week to decide what they want to do, plan how to do it and prepare resources. This is most likely to be before school, during assembly, at lunchtime or after school.
- They might need to come back at break and lunchtimes to do additional planning and prep for big events.
- They could also put on events after school.



Why do it?

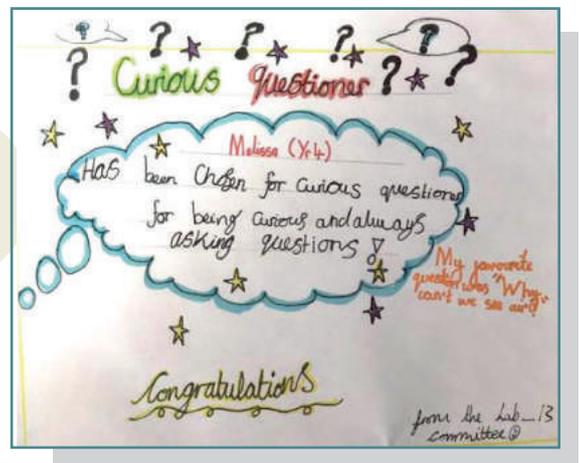
- The child science leaders benefit immensely from the small-group attention, and from the support with developing leadership and co-operation, as well as organisational and planning skills. The children tell us that it can massively build the confidence of shy children to speak in public and to express their ideas.
- Other children benefit from the enrichment led by the child science leaders – directly by participating in activities, but also by being immersed in a culture where science is clearly valued and where children openly celebrate science. It can be very powerful for children across the school to see other children their age – their peers – as scientific role models.
- Science leads benefit from having child leaders who can support them with enrichment, and who can even help with preparing equipment for lessons (subject to risk assessment and appropriate supervision).



Planning & implementation

Planning & getting colleagues on board

- Talk to your headteacher and/or SLT line manager to explain why you want to do it and get their support.
- Schedule time in a staff meeting to share your plans with colleagues.
- Identify a couple of lunchtimes when you can support children who would find it hard to write an



- application/might not receive help with it at home.
- Set a time for the children to meet with you.
- Plan an assembly to explain how it will work and sell the idea to pupils.

Promote to children & families

- Deliver the assembly, be very clear about the deadline for applications! Let them know about lunchtime application writing sessions.
- You might send a letter, email or text to parents, and/or write a piece for the newsletter. Regularly remind everyone of deadlines. Texts are good.

Enlist your team

- Hold lunchtime application writing sessions to encourage and support children to apply.
- Review applications, ideally with someone else. Choose your team.
- Announce successful applicants, invite them to a briefing.
- At briefing, congratulate them and invite them to first formal meeting. You could give them a letter to take home or send texts to celebrate their achievement. If you can, include the names in the school newsletter.

Start the meetings

- Plan agenda and resources for first committee meeting.
- Decide on whether you will give them or let them co-construct rules, expectations etc. – if the latter, consider how you will guide them towards positive choices!
- Lead first committee meeting. Set expectations, explain responsibilities etc.
- Set up a rota, so that every pupil takes on the responsibility of being chair, minute taker and blog writer (they do this in pairs) over the term.
- Follow the rota. Put the committee's ideas into practice.

Support students

- Be explicit to pupils and model what is expected of a chair, minute taker, blog writer, etc. and how to go through the process of generating ideas, planning, and putting plans into practice. Over time they will take on more responsibility, and by the final term you should be able to sit back and let them do pretty much everything.
- Each year, the new team can review the highlights of the previous year's committee. Consider what they would like to do again (their own way), what they would like to do differently/in addition, and what they would not do again.