

The Big Bang

UK Young Scientists & Engineers Fair

Primary post-Fair lesson

Lesson 2 of 2

Learning objective

- Students to reflect on The Big Bang Fair.
- To understand that there are multiple opportunities to work in science, technology, engineering and maths.

Resources

- Use the Tomorrow's Engineers resources you received at The Fair for extra information on careers in STEM. It is also available online at www.tomorrowsengineers.org.uk/careers
- Ask students to refer to their Big Bang Challenge cards which will help them to reflect on the Fair.

Starter

- Begin a discussion about the students' recent visit to The Big Bang Fair.
- Ask them to have bring their completed Big Bang Challenge cards to class.

Teaching input and lesson overview

- This lesson consists of asking students to write a review of their experience of The Fair. They should use their Big Bang Challenge cards to remind them of who they talked to and what they did.
- The second part of the lesson asks them to draw something they saw at The Fair or that they think should be created. This will allow them to think about practical elements relating to science and engineering in a creative way.
- Try to encourage pupils to think more widely around the idea that STEM can be found everywhere.
- This is also an opportunity for students to work on their communication and writing skills.
- If possible, hold a discussion at the end of class, where students can present their ideas and share what they learned.

Plenary

The discussion at the end of class will help to consolidate what students learnt at The Fair.

Assessment questions

- Did you learn something at The Big Bang Fair?

Curriculum links

This activity begins to get students thinking about the options of careers in STEM.



Lesson in detail

1. A review of The Big Bang Fair:

Ask students to write a review of their trip to The Big Bang Fair.

Suggest that students use their Big Bang Challenge cards to help them remember what they did and who they spoke to.

On the following page see the printable handout to give to students.

Some prompts could include:

- Asking students to remember their first impressions of The Fair and what they thought at the beginning.
- Asking them to remember and describe any exhibits or workshops they particularly enjoyed or stood out to them.
- Asking them whether they spoke to anyone working at The Fair and were any of them scientists or engineers. Did they learn anything about their job?
- What did they learn?
- What was their favourite part of the experience?

2. Drawing activity:

In the box provided on the attached handout, ask students to draw something they saw at The Fair or, if they prefer, something they think should be created but doesn't exist yet.

Students should also include: what it is, what it does and how it works.

Once students have finished drawing, they should prepare a short presentation on what they have done.

Some prompts include:

- What is it?
- What does it do?
- How does it work? (this can be made up or imagined)
- Why did they choose to draw what they did? Was it special, interesting, funny?
- What skills would they need to make it?



Activity sheet

1. Write a review of your trip to The Big Bang Fair 2019:

When I arrived at The Big Bang Fair I...

The most interesting thing I saw was...

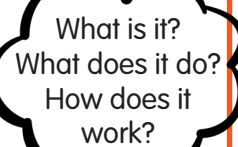

I spoke to a scientist and they told me

I spoke to an engineer and they told me....

At The Fair I learned...

My favourite part of The Big Bang Fair was...

2. Draw something you saw at The Fair, or something you didn't see but think should be created (it might not even exist yet!)



What is it?
What does it do?
How does it
work?

