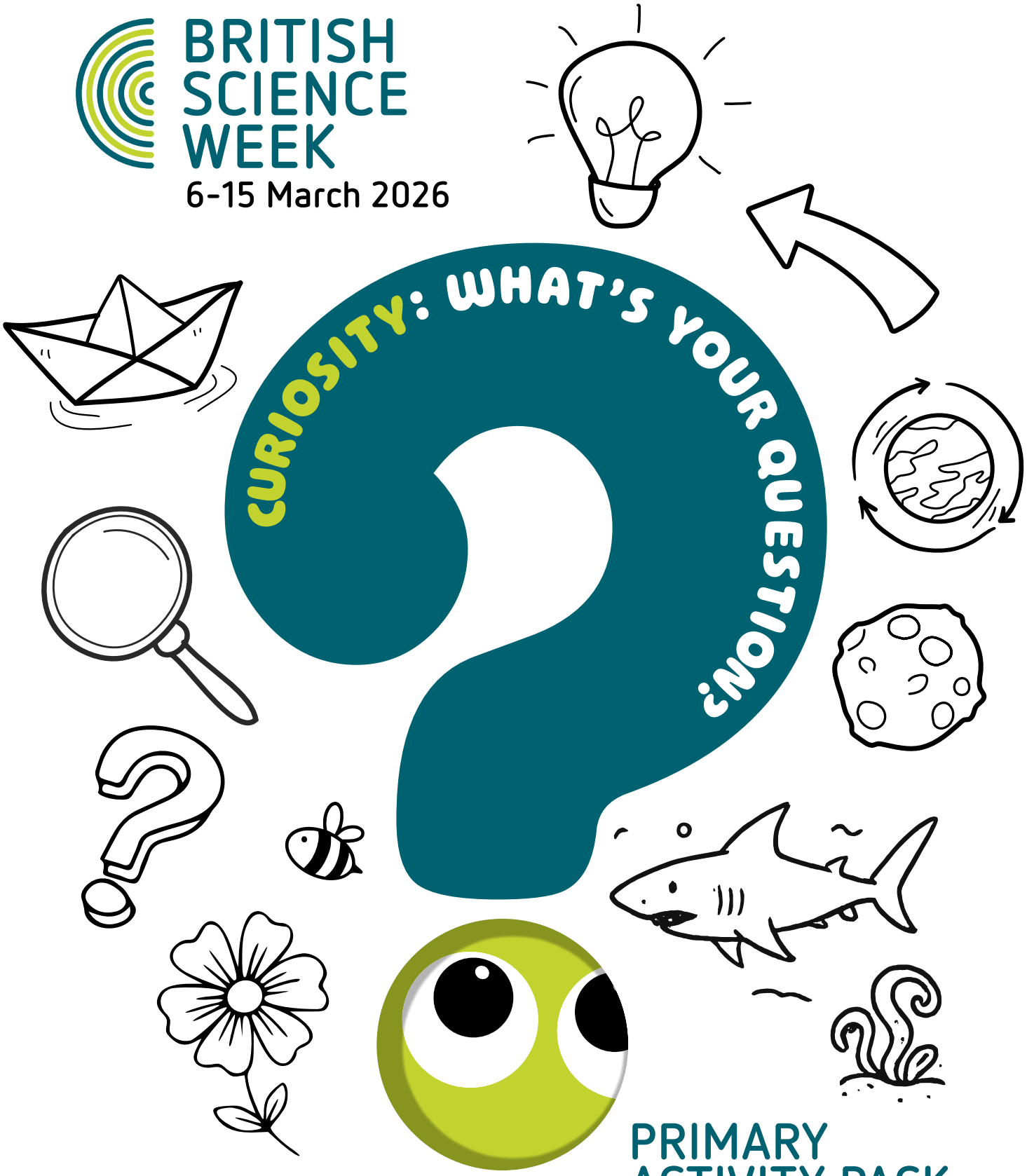
BRITISH SCIENCE WEEK

6-15 March 2026



PRIMARY ACTIVITY PACK

A range of activities to be run with children aged 5-11 (approx.)

Delivered by

BRITISH SCIENCE ASSOCIATION

Supported by

UK Research and Innovation

britishscienceweek.org

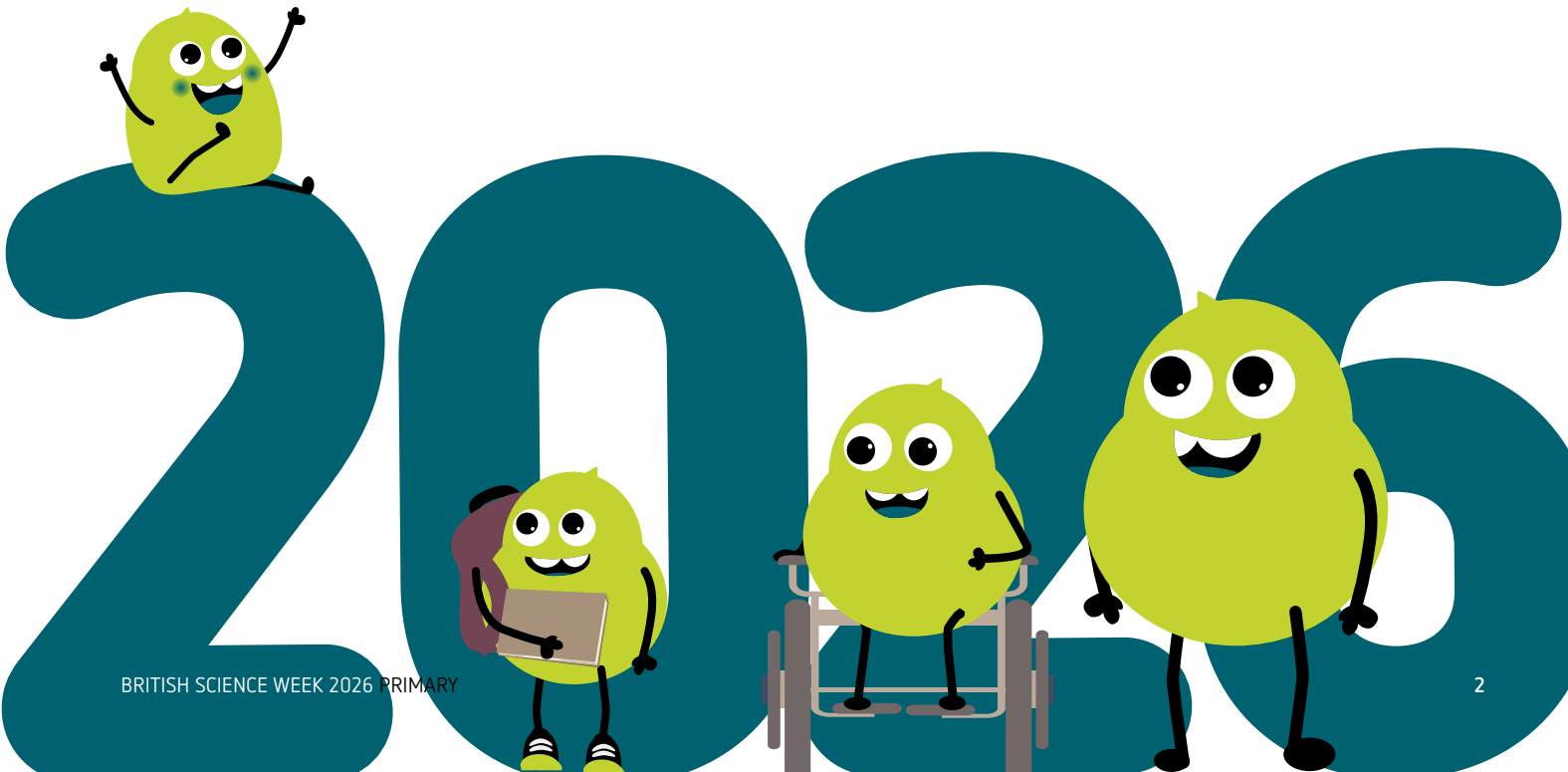
Welcome to the British Science Week 2026 Primary pack

This activity pack is a **one-stop shop** to support you during British Science Week, and you can use it all year!

When developing this pack, we looked for activities which tap into children's curiosity, promote cross-curricular learning and break down the stereotypes surrounding science, technology, engineering, and maths (STEM). We encourage you to use British Science Week as an opportunity to link STEM to other curriculum subjects, and to your children's own backgrounds, lives, and interests.

We have included activities for children to complete in any setting, whether that is their school, a club, an organisation, or at home with their families.

You can share your brilliant activities, vlogs, or images on social media. Join the conversation or see what's happening during the Week by tagging British Science Week on **Facebook** and using the hashtag **#BSW26** across all social media platforms.



Contents

If you're looking for more activities suitable for younger children, check out our Early Years activity pack. This pack is full of fun, hands-on activities aimed at children aged 5 and under, but many of them are perfect for younger primary pupils too!

This year's theme

Each year there is a new theme for British Science Week and for 2026 it's '**Curiosity: what's your question?**'

This theme is all about putting children and young people in the driver's seat, and encouraging them to find answers to the most pressing questions they have about the world.

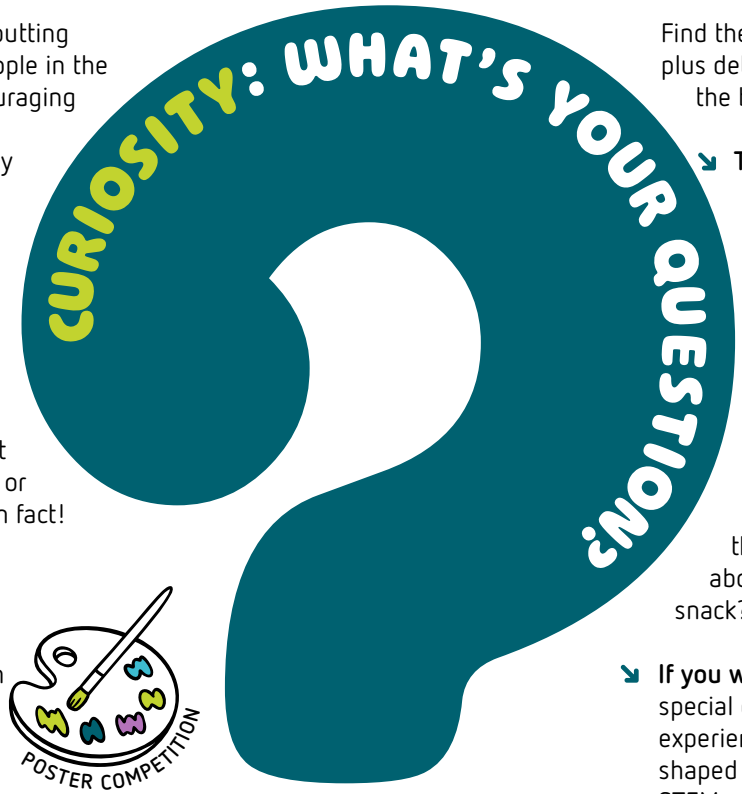
Curiosity is at the heart of STEM, driving research and innovation, and anyone can get started this year by simply asking a question. This could relate to a traditional science topic, or it might be about music, sport or architecture – any interest in fact!

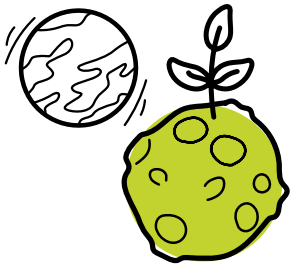
Here are some ways you can introduce the theme to pupils in a fun, imaginative way to get them excited about the Week:

Curious about our poster competition?

This year's poster competition is a special one.

We're working with a team of scientists and researchers who are curious about what children and young people think will make a 'good'/'positive' childhood in the future.





Find the full competition brief, plus details of how to enter at the back of this activity pack.

- **Talk to pupils about the types of questions they might want to explore.** Do they have pets at home? Perhaps they're interested in animal behaviour. Or maybe they're curious about the world around them - what questions do they have about their local environment? Or would they like to know something about their favourite toy or snack?

- **If you work in a school**, invite a special guest to share their own experience of how curiosity has shaped their life. Are there any STEM professionals local to you, or museums to visit? Maybe someone working in healthcare could talk about how curiosity helps them provide the best care.

Beyond the Week

Keep the curiosity going beyond British Science Week!

British Science Week is a fabulous opportunity to raise the profile of STEM in your school, but don't let the excitement and engagement with science end just because the Week has to. There are lots of ways to keep the curiosity going and help students continue exploring the world through STEM.

Great Science Share for SCHOOLS

Great Science Share for Schools 2026 (GSSfS) is just around the corner! GSSfS is an annual, international campaign to inspire five to 14 year-olds to ask, investigate and share their scientific questions, with their annual share day on 16 June 2026. There are lots of exclusive resources for all age groups including guided enquiries linked to the curriculum, enrichment activities, and the Great Science Toolkit which offers resources to support pupils to 'work scientifically with increasing independence'. There is also the opportunity to help smash stereotypes in science with the Careers Chats featured in the enquiries. GSSfS is a brilliant chance to keep the curiosity inspired by British Science Week going!

Find out more:
greatscienceshare.org

CURIOUS? FIND OUT MORE CREST AWARDS

In this year's activity packs, you'll find lots of information about how to use CREST as part of your celebrations for British Science Week, and some activities inspired by CREST challenges and projects. But don't feel that this engagement needs to be limited to the Week; you can turn curiosity into achievement throughout the year with CREST!

Maybe your pupils have more questions they would like to answer? Whilst the CREST Resource Library is packed with free challenges and project ideas to inspire children and young people, did you know that you can also choose your own projects and submit them for CREST Awards? As long as pupils' work meets the CREST criteria at the relevant Award level, their achievements can still be recognised with a certificate to celebrate their hard work.

Find out more about CREST on the following page, or by visiting:
crestawards.org/about-crest

I'm a Scientist Get me out of here

Keep the curiosity going by giving students aged 10+ a chance to put their questions to real STEM professionals via 30-minute, text-based, online Chats. *I'm a Scientist* is a student-led, online enrichment activity that connects students with people working in a diverse range of roles in STEM. It's a moderated, flexible activity, that is safe, secure and easy to use, and it's free for state-maintained schools!

Find out more:
imascientist.org.uk/signup/t

CREST Awards

Did you know your children can turn curiosity into achievement and be recognised through certificates from the British Science Association?

CREST brings STEM to life for children and young people of all abilities through hands-on activities and exciting projects. CREST sparks curiosity, builds confidence, and connects pupils with real-world STEM.

CREST provides teachers and home educators with adaptable projects for children that are aligned to the national curriculum (or equivalents in Scotland, Wales and Northern Ireland), and can be run throughout the year. **Why not give them a go in the lead up to British Science Week?**

At primary level, pupils who complete at least six challenges can earn a Star or SuperStar CREST Award, recognised with a certificate. The Award is given for participation and engagement with the challenges and all children are encouraged to take part.

All the CREST activities in this pack can be put towards a CREST Award. You may like to adapt or scaffold the activities, depending on the needs of your children. You can find more CREST Star and SuperStar projects suitable for children working at primary level in our free online Resource Library: **crestawards.org/resource-library/primary**.

Discovery Awards are typically completed by students aged 10-14 and they can be run at both primary and secondary level. Students earn a Discovery Award by taking part in a five-hour group project. Discovery projects are perfect to run during one school day, but they can also be spread out across a week or term.

You can also find a range of Discovery projects in our Resource Library: **crestawards.org/resource-library/discovery**.

Educators working with pupils with special educational needs and disabilities (SEND) can select the level of Award that best suits their children or young people. Find out more on the SEND pages of the CREST website: **crestawards.org/primary-early-years/supporting-students-send**.

What impact does CREST have?

We have found that there is around a 50/50 split of boys and girls completing CREST Awards, helping to smash the stereotype of science being 'for boys', and driving towards a more representative future STEM workforce.

Three in five schools who run CREST are in challenging circumstances, and earning a CREST Award can be particularly beneficial for children from disadvantaged backgrounds.

Find out more in the CREST Impact Report (2021-22).

Find out more about how to run CREST at primary level here: **crestawards.org/primary-early-years**.

nustem

Northumbria University NEWCASTLE

BRITISH SCIENCE WEEK 2026

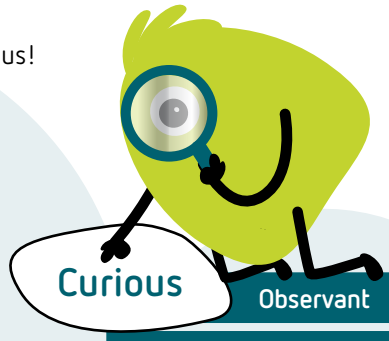
Unlocking skills

A fantastic way to encourage children to take an interest in STEM is to introduce transferable skills used by those working in STEM-related jobs.

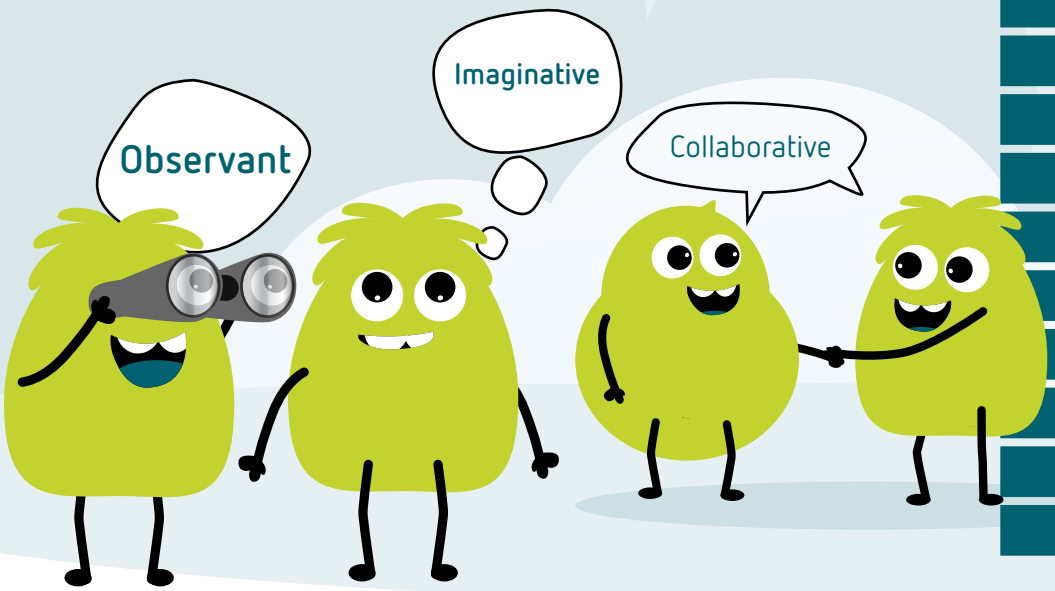
These skills will strengthen positive attitudes and reduce stereotypes of those working in the field.

You could, for example, use the STEM Person of the Week activity from NUSTEM at Northumbria University (you'll find the activity in this pack on page 27) or discuss a scientist from the British Science Association's Smashing Stereotypes campaign. Ask children to identify what skills people working in STEM need. These might include being observant, creative, patient, good at communication, or of course, curious! Look out for the skills unlocked tags for each activity in this pack.

The table has a complete list of skills developed by NUSTEM to use as a talking point or to share with other teachers. As a little bit of motivation, why not award children with a certificate for each STEM skill they demonstrate well during the Week? You can download and print the certificates from britishscienceweek.org/plan-your-activities/marketing-materials.



Observant
Open-minded
Committed
Curious
Logical
Creative
Imaginative
Patient
Self-motivated
Collaborative
Resilient
Clear communicator
Passionate
Hard-working
Organised



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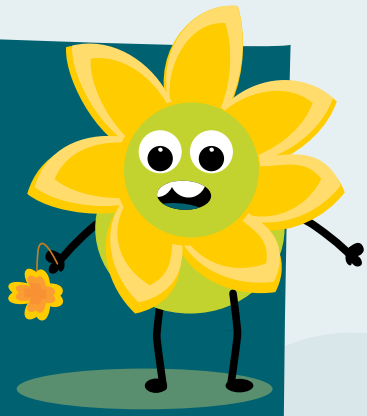


HOW DO BEES HELP FLOWERS?

Bees journey to flowers collecting nectar, and as they do so, they transfer some of the pollen from one flower to another. This is one of the ways that plants reproduce, and it is called insect pollination. In this activity, you and your class will role-play the process of insect pollination.

1 hour + time to prepare the props and outfits beforehand

Kit list

Card - for sepal, petals, antennae

Headbands, real or cardboard – for bees

Containers e.g. used plastic bottles or yoghurt pots to hold the 'pollen' - for the stamen

Small circular objects or spheres e.g. ping pong balls, Styrofoam balls, milk bottle lids or pompoms plus Velcro dots - for the 'pollen'

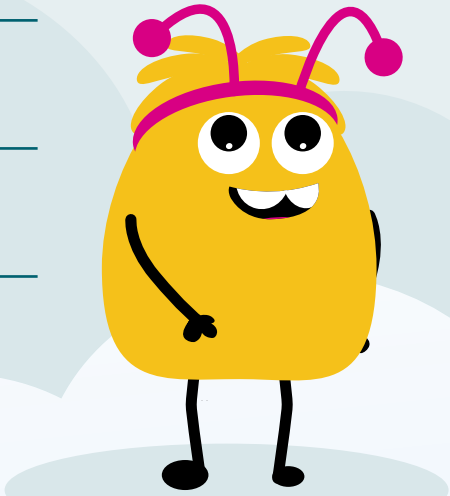
Woolly hats to hold the pollen – for the stigma

Sticky tape or glue stick – to construct outfits

Instructions

You will need to use the kit list to create different outfits for children. On the day you will need to dress pupils up as flowers (holding a petal, sepal or acting as the stigma or stamen - wearing a hat or holding pollen grains) or bees (wearing antennae headbands). Every flower needs its parts and there should be enough bees to go around.

1. Watch this video clip: bsa.sc/snap-sci. Why do you think the bee visits the flowers and what happens to the pollen?
2. Watch this animation to learn about pollination: bsa.sc/snapsci-pol.
3. Dress up as either part of a flower (a petal, a sepal, a stigma or a stamen) or a bee.



4. If you are a flower, choose a space to stand in the room and stay there. As a flower you should include a petal, a sepal, a stigma and a stamen.
5. The bees can then journey from flower to flower, when they land on a flower they should collect some pollen grains from the stamens.
6. When the bees visit the next flower they should give some of the pollen grains to the stigma. This means that the flower has been pollinated.
7. Once you have acted out the role play, you should write a script as a class to describe what's happening.
8. What questions do you have now?

Watch out

- If you help your teacher make the props be careful with scissors.
- Watch your step when you are moving around during the role play.

Next steps

Visit collins.co.uk/SnapScience for more information and fun activities.

At home

You could plant some flowers for your doorstep, windowsill or garden, if you have one. See if you can attract some pollinators to your home!

Career options

- Botanist - someone who studies the science of plants.
- Conservation officer - someone who helps to protect and improve the environment, looking after natural habitats and species.

Skills unlocked

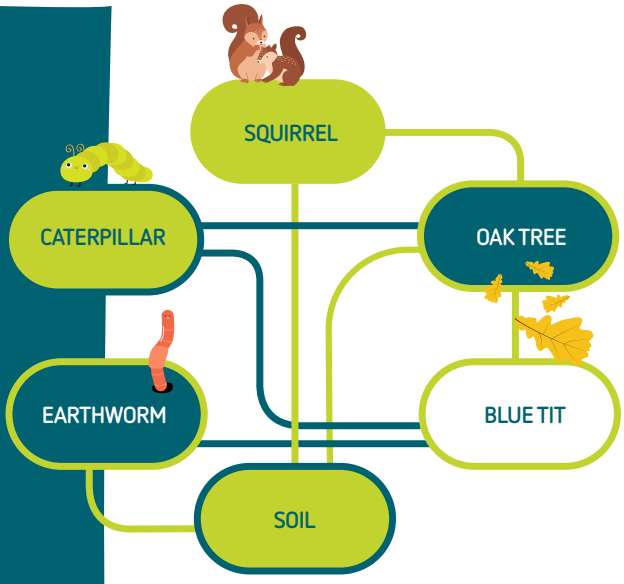
Imaginative, collaborative

BRITISH SCIENCE WEEK

WHAT IS AN ECOSYSTEM?

Ecosystems are communities of living and non-living things in an environment. They can include animals and plants as well as water and soil. This fun activity shows you how everything in an ecosystem is interdependent, and that the loss of one connection has knock-on effects...

20 minutes



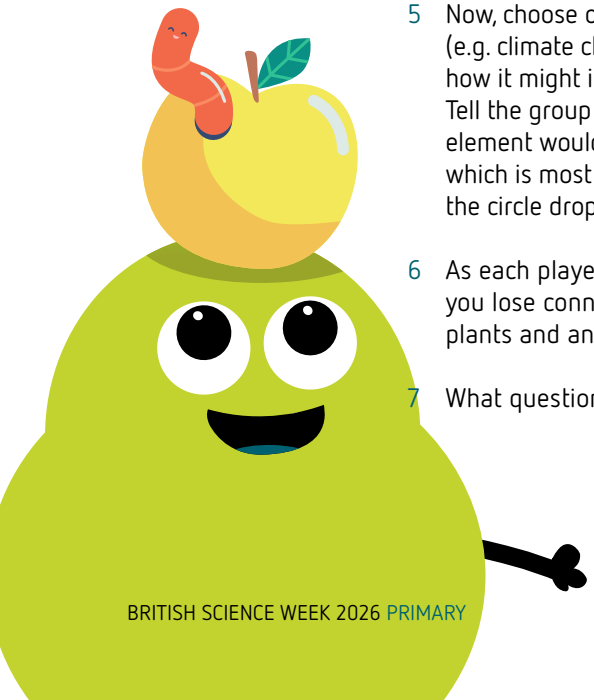
Kit list

Scissors (to cut out ecosystem elements, see next page) OR white boards and board pens (to write out ecosystem elements)

Ball of string

Instructions

1. Everyone forms a circle and chooses one 'ecosystem element'.
2. One player holds the string and tells the group their ecosystem element. If you have a connection to this element, explain why. The player with the string decides which connection best fits and lets out the string to that player.
3. The next player does the same. As the game progresses a web of ecosystem connections will form.
4. Keep strings tight and stop when you run out of connections or string.
5. Now, choose one human action (e.g. climate change) and think about how it might impact your ecosystem. Tell the group if you think your ecosystem element would be affected. The group decides which is most affected and that player leaves the circle dropping their strings.
6. As each player leaves, what happens? As you lose connections, how will the remaining plants and animals be affected?
7. What questions do you have now?



Watch out

- Be careful not to trip over the string or tangle anyone up in it.
- Use scissors safely.

Next steps

Conduct a nature survey around school and replicate this activity with the wildlife you find. You need to find 12 different animals, plants, or resources. You can use the Seek app to help identify wildlife: wwf.org.uk/discover-nature-seek-app.

Find further resources on nature, climate change and sustainability at wwf.org.uk/schools.

Check out this biodiversity video: youtube.com/watch?v=b6Ua_zWDH6U.

At home

Why not help local wildlife around your home by making a bird feeder, bee hotel or butterfly feeder? Spring Resource - for youth groups.

Career options

- Ecologist - someone who advises construction companies on where they can build so they don't disrupt important habitats.
- Environmental policy advisor - someone who gives expert advice to the governement and other organisations on issues like climate change habitat loss.

Skills unlocked

Passionate, committed

WHAT IS AN ECOSYSTEM?
ACTIVITY

Blackbird
Eats earthworms, caterpillars, spiders, fruits and seeds

Blue tit
Eats caterpillars, fruits and seeds

Earthworm
Eats soil, rotting leaves and roots

Oak tree
Needs sunlight, water and nutrients from the soil

The leaves and branches provide food for many animals.

Slug
Eats leaves. Can be found in damp, dark places

Brambles
Animals can eat the leaves or berries of the bramble plant.

Spider
Eats insects

Tawny owl
Eats small birds and mice

Centipede
Eats insects, likes dark damp places

Common frog
Eats insects, worms and slugs

WHAT IS AN ECOSYSTEM?
ACTIVITY

Wood pigeon
Eats seeds and fruits

Red fox
Eats mice, rabbits, slugs, frogs, fruits and berries

Dandelion
Needs sunlight, water and nutrients from the soil

The leaves are eaten by animals and bees get nectar from the flowers.

Hedgehog
Eats slugs, worms, insects and berries

Caterpillar
Eats fresh green leaves

Grey squirrel
Eats acorns and other nuts

They make their homes in trees, piles of leaves or in buildings.

Woodlouse
Eats rotting leaves and fungi, likes dark damp places

Honeybee
Drinks nectar and eats pollen from flowers

Water
Plants and animals need water to survive.

Frogs and newts lay eggs in water.

Soil
Plants need water and nutrients in the soil to grow.

Worms eat soil and live in it.

BRITISH SCIENCE WEEK

HOW CAN YOU TELL HOW OLD A SHARK IS?

Scientists have shown that the length and age of a shark are linked. They used a graph (age versus length) to estimate the age of other sharks. The longest shark was estimated to be 392 years old! In this activity, you will determine if height is a good measure of pupils' ages in the class.

45 minutes

Primary Science Teaching Trust

Kit list

- **Tape measures**
- **Date of birth** (for each member of the class/group)
- **Calculators**
- **Pencil**
- **Paper**
- **Ruler**
- **Graph/squared paper or computers for plotting graphs**

Instructions

1. You could do this activity as a class or work in smaller groups of about 10. You are going to collect two sets of data from each person in the group and put all this information on a graph.
2. Work out your age in months.
3. In your group, decide how you will measure everyone's height. Which units will you use? It is important that you all agree.
4. Measure your height using a tape measure. You may need a friend to help you!
5. Record everyone's age and height in a table.
6. Plot everyone's data on a graph (age on the x-axis, height on the y-axis). You could do this on your own or as a group.
7. Try to draw a straight line through the points on your graph.
8. Measure the height of another pupil (not in your group/class). Can you use your graph to predict their age?
9. What questions do you have now?

Watch out

- Be careful when measuring someone's height, especially if they are taller than you are. It might be sensible to ask each person to lie on the floor next to the tape measure.

Next steps

To find out how research scientists measured the age and length of Greenland sharks, you might like to read *Did you know... How to calculate the age of a shark:* pstt.org.uk/download/2890/?tmstv=1677081279.

You can find out more about cutting-edge science research projects and what research scientists do here: pstt.org.uk/resources/i-bet-you-didnt-know.

Teachers - Interested in doing more activities like this with your class? Join a PSTT Online Science Day to explore live investigations during British Science Week: pstt.org.uk/events/online-science-days-2026.

At home

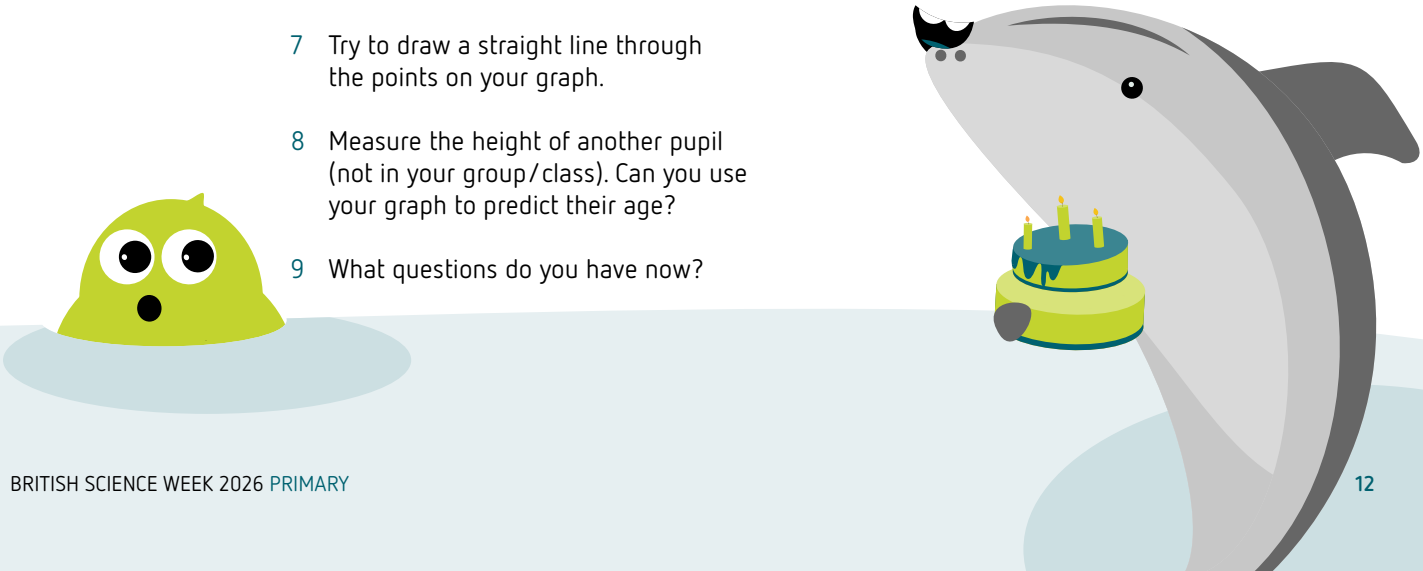
Can you use your graph (you may need to extend the line) to predict the age of family members? Does this produce any interesting results?

Career options

- Marine biologist - someone who studies and explores how marine animals interact with their environment.

Skills unlocked

Collaborative, open-minded



BRITISH SCIENCE WEEK

CREST AWARDS

HOW DO BIRDS BUILD THEIR NESTS?

This activity is designed to get you thinking about birds' nests and how they are made - can you build a strong one? You'll design and build a nest, then test it against wet and windy weather. Make sure it's cosy for its feathered family!

45 minutes

Kit list

Access to an outside space

Nest building materials e.g.
Wool
Twigs
Grass
Leaves
Feathers
Shredded paper
Pipe cleaners

Pot of clay or modelling material per team to act as 'glue'

'Beaks' (chopsticks, pegs or folded card)

Watering can

Strong fan

Instructions

1. Your teacher will put you in groups of four. Discuss with your group which materials would be best for building a nest.
2. Create a base for your nest using a lump of clay or modelling material.
3. Gather some different nest-building materials and, using your 'beaks', build your nest by sticking the materials to the clay. Try to use lots of different materials to make sure your nest is strong and sturdy, and also nice and comfy.
4. If using the 'beak' is too tricky, use your hands. Birds have had much more practice with their beaks!
5. Once your group is happy with the nest, test it out. Sprinkle rain on it using a watering can, and blow wind on it with a fan. If your nest falls apart or gets too wet, try using different materials or adding more.
6. What questions do you have now?

Watch out

- Follow your schools' policy for outdoor work.
- Check the area is free of unsuitable materials e.g. broken glass or stinging nettles.
- Make sure children wash their hands after handling nest building materials.

Next steps

This activity is one of the CREST SuperStar primary challenges. You can find out more and download all the resources you need here: crestawards.org/resource-library/primary/superstar.

Complete six activities to get an Award! If you are an adult wanting to run CREST Awards, visit the website for advice on how to get started: crestawards.org/about-crest/how-to-run.

At home

Think about other animals' habitats and how they build them. Could you build a dam like a beaver?

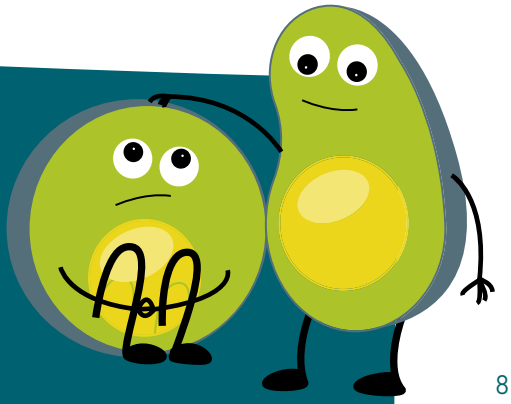
Career options

- Structural engineer – someone who designs and ensures the safety and stability of structures and buildings.
- Ornithologist – someone who studies birds, their habitats and their behaviours.

Skills unlocked

Committed, resilient

BRITISH SCIENCE WEEK



DOES THE WAY FOOD LOOKS CHANGE HOW IT TASTES?

In this activity, you will use your taste buds to investigate the taste of irregularly shaped fruits and vegetables and find out whether the way food looks affects how it tastes.

30-45 minutes

Kit list

Three samples of at least one kind of (washed) fruit/ vegetable, some more irregularly shaped than others

Pencil and paper for recording results

Clean knives, peelers and chopping boards for preparing tasting samples

Instructions

1 Think about these questions:
- Where do fruit and vegetables come from?
- Have you ever been to a farm? What did you see?
- What are your favourite fruits and vegetables? Can these be grown in the UK?

2 Examine the regularly and irregularly shaped vegetables that you have chosen. Which do you think will taste better? Why?

3 Did you know that lots of fruit and vegetables are thrown away each day because they are unusually shaped? What impact do you think this has on the environment?

4 Your challenge is to investigate whether the regular-shaped food tastes better than the irregular-shaped food and decide whether the unusual-looking food is worth saving.

5 When planning your investigation, think about these questions:
- Which sense and sense organ will you use?
- How will you make sure you are not judging the food by the way it looks?

6 You could mark your chosen vegetables as vegetable A, B, C and rank them on which you think looks the tastiest and write this down.

7 Next, cover your eyes and taste a sample of both the regular and irregularly shaped vegetables. Make notes on which one was the tastiest.

8 Compare your results: did the appearance of the vegetables affect how they tasted? Were you able to work out which vegetables were irregularly shaped just by tasting them? Have your views about irregularly shaped vegetables changed?

9 What questions do you have now?

Watch out

- Wash your hands thoroughly before handling food you are going to eat.
- Ensure the work surface and tools are clean before use.
- Make sure you ask an adult for help when using knives and peelers to prepare your vegetable samples.

Next steps

Now that you have started thinking about how to keep both your body and your planet healthy, why not find out other ways that farmers are working to save the environment. Join one of our free curriculum aligned primary live lessons - Science Farm LIVE! - register at nfueducationlive.com.

At home

Why not repeat this investigation with your family at home? Ask them to complete the same steps and see if their views on irregularly shaped vegetables change.

Career options

The diverse and rapidly changing world of food and farming has thousands of fantastic STEM career opportunities. Whether you are interested in robotics, animal welfare, engineering, horticulture, business or food technology, there is a career for you. Would you like an agricultural role model to visit your school? Head to nfueducation.com to book a free Farmers for Schools assembly.

Skills unlocked

Observant, open-minded

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WHAT SORT OF VEHICLE WOULD BE BEST ON THE MOON?

In this activity, you will design a space rover that would be able to zoom around the Moon! A rover's wheels are very important and you will need to think carefully about this when designing yours. The Juno rover, designed by the Canadian Space Agency, can use many different types of wheels (rubber, metal or iRings), or a set of metal tracks.

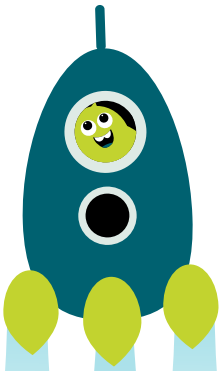
30 - 45 minutes

Kit list

Pencils

Paper

This activity has detailed instructions found at stem.org/explorify/activities/resilient-rover. You may need to create an account to access the link.



Instructions

A flat tyre is always unwelcome, but even more so if you are in the middle of roving around the Moon! iRings are specially developed rugged rover wheels made of an outer layer that looks like chain mail, which can be filled with whatever material might be available (for instance, lunar soil and rocks). Their sturdy, flexible design allows a rover to drive over rocks, lumps and bumps that are typical of the extreme terrain found on the Moon.

1. Get into groups, you will have 20 minutes to create a design for a lunar rover.
2. Think about what components a lunar rover might need. Think about what it is used for, who or what it might need to carry, and what kind of terrain it might need to cover. Can you think of any vehicles on Earth that do a similar job?
3. After 20 minutes, it's feedback time. Discuss each other's creations as a class. Provide kind, specific and helpful feedback on how each other's creations might be refined.
4. Once everyone's designs have been evaluated, you now have the chance to improve on it based on the suggestions given.
5. When time is up, look at the final creations. Discuss what you've made and how your creations have changed as a result of the feedback. What have you learned from the other pupils?
6. What questions do you have now?

Next steps

- Why not build your own lunar rover?
- Try more activities from Explorify here: stem.org.uk/explorify.
- Try another Explorify activity and watch a Juno rover in action here: stem.org.uk/explorify.

At home

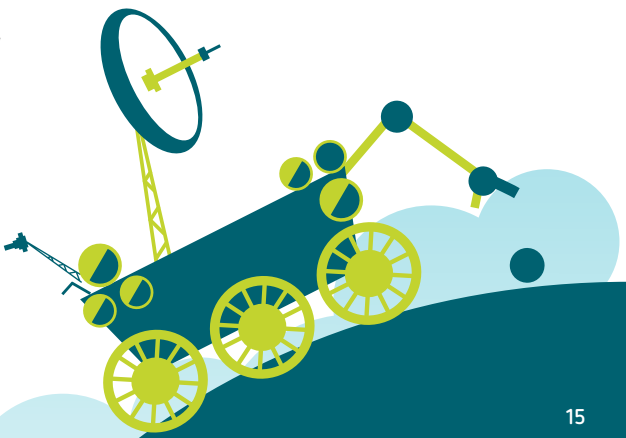
Look out for different types of vehicles - how are they designed to suit the job they do? You could design the ultimate vehicle for travelling to school.

Career options

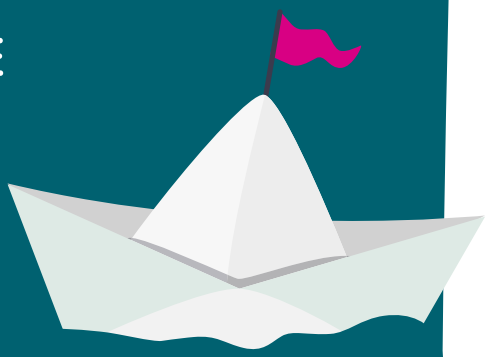
- Aerospace engineer - someone who designs, tests, builds and looks after spacecraft, satellites and aeroplanes.
- Vehicle designer - someone who researches and develops the models for different vehicles. They think about who will use them, the materials they will be made from and how much they will cost to build.

Skills unlocked

Creative, collaborative



BRITISH SCIENCE WEEK



HOW DO BOATS FLOAT?

This activity will get you designing and making a raft that floats. You'll test different models using water to see which can hold a crew of marbles.

45 minutes

Kit list

- Bowls or tanks of water
- Square or A4 sheets of paper
- Foil (optional alternative)
- A set of marbles the same size
- Sellotape, masking tape or other fasteners
- Waterproof coverings for wooden desks or tables

VIDEO AVAILABLE

Instructions

1. What do you know about boats and how they float? What is a raft and how does it work?
2. To carry out your investigation, your teacher will put you in groups and give you sheets of paper or foil. Can you design a raft that floats? Remember, you can only use one piece of paper or foil at a time.
3. Discuss your ideas with your group and think about which shapes might work, and how to carry out your experiments.
4. Make several rafts of different shapes and sizes by folding the paper or foil and securing the corners.
5. Place your raft in a bowl or tank of water and add marbles until it sinks. Count out the marbles and try again with a different model to see if it will hold more.
6. What questions do you have now? What's the best design for a raft? Why are boats different shapes and sizes?

Watch out

Mop up water spills quickly and collect escaped marbles to avoid accidents.

Next steps

This activity is taken from Crafty Rafts, one of the CREST SuperStar challenges.

Why not try some of the other challenges? You can find out more about CREST SuperStar and download the resources you need at: crestawards.org/resource-library/primary/superstar.

Complete six activities to get an Award! If you are an adult wanting to run CREST Awards, visit the website for advice on how to get started: crestawards.org/about-crest/how-to-run.

At home

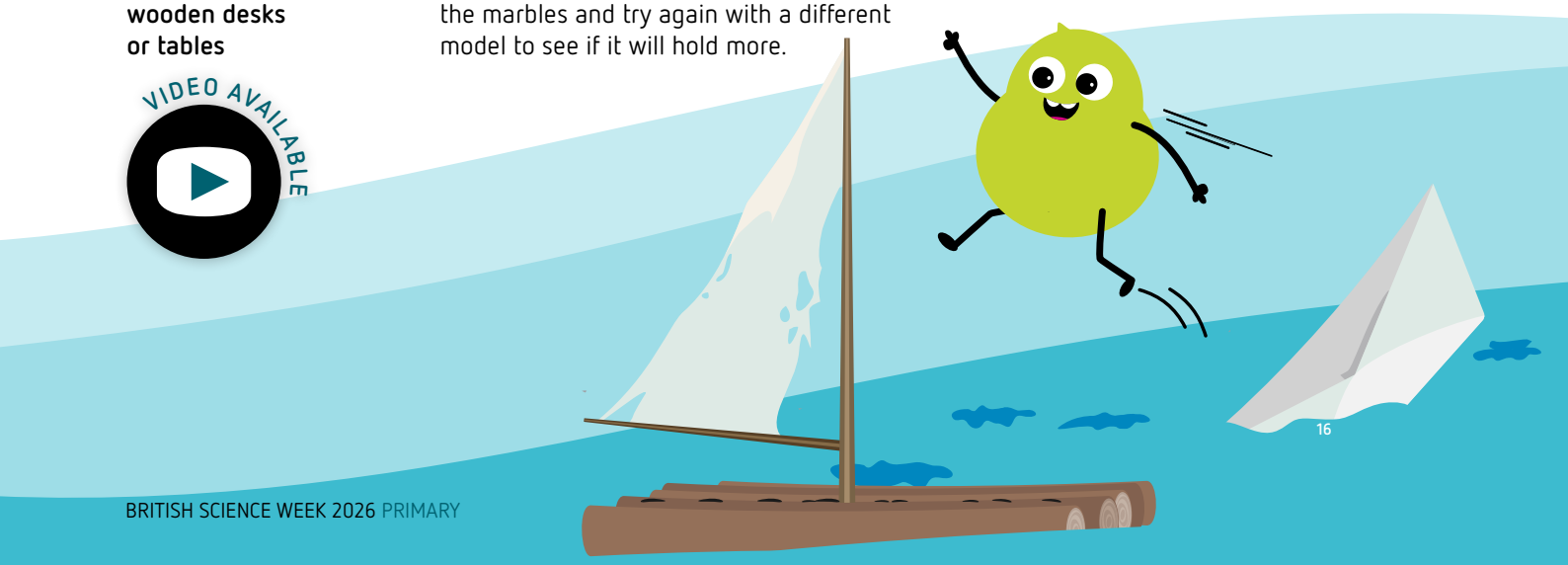
Try designing and building rafts at home with other types of materials and in different shapes and sizes.

Career options

Marine engineer – someone who designs, builds and looks after boats, ships and submarines.

Skills unlocked

Creative, resilient



BRITISH SCIENCE WEEK

SCIENCE MUSEUM GROUP

WHAT'S THE BEST DESIGN FOR A PAPER AEROPLANE?

A paper aeroplane, glider or helicopter falls to the ground much more slowly and gracefully than a scrunched-up piece of paper. This is because of the forces generated by air pressing on and moving over the surface of the paper. You will discover this by creating your own paper aeroplane, glider and helicopter, sending them on a journey and seeing how they fly!

30-45 minutes

Kit list

A stopwatch for the test

For the aeroplane:

An A4 sheet of paper

For the glider:

A drinking straw

Sticky tape

Two strips of paper (one twice as long as the other)

For the helicopter:

A helicopter template

Safety scissors

A paper clip

Instructions

1. Use the templates on the next page to build your aeroplane, helicopter and glider.
2. After building your aircraft, try flying it to see how it glides. When you're ready, use a stopwatch to time how long each plane stays in the air, and see how far it can travel. If there are lots of you taking part, you should see overall if the aeroplane, helicopter or glider stay up longer.
3. Which design travels fastest and why do you think this is?
4. What do you notice if you make the front of the plane heavier?
5. Make your own plane design and see if you can make it travel further than the others.
6. What questions do you have now?

Watch out

- Always be careful when using scissors.

Next steps

- Investigate which design travels fastest – why do you think this is? Find out why these designs behave differently to a scrunched-up piece of paper and think about how your paper planes compare with the shapes of real planes you've seen.
- Visit the Science Museum Group's learning resources website to discover more activities, videos and games: bit.ly/SMGlearningresources.

At home

Nature inspires the best designs! Spot similar designs in the world around you, then explore Wonderlab+ for more games, quizzes, videos, and hands-on science and maths fun at home: wonderlabplus.sciencemuseumgroup.org.uk.

Career options

- Aircraft maintenance technician - someone who inspects, services, maintains, and repairs aircrafts to ensure they are safe for flight.
- Air traffic controller - someone who provides a ground-based service that ensures the safe and efficient movement of aircraft in the air and on the ground.

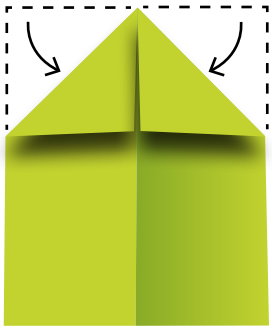
Skills unlocked

Observant, curious

WHAT'S THE BEST DESIGN FOR A PAPER AEROPLANE?
ACTIVITY

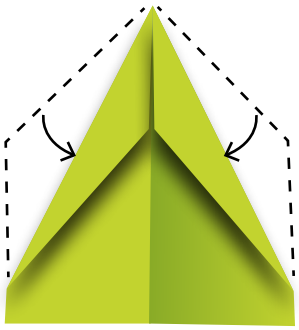
1

Take the A4 sheet of paper. Fold it in half, as shown, then unfold it.



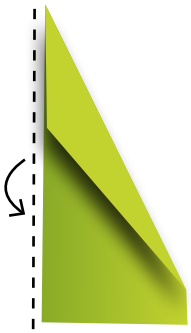
2

Fold the two top corners in to make a point.



3

Now fold the edges in again so they meet in the middle from the tip.



4

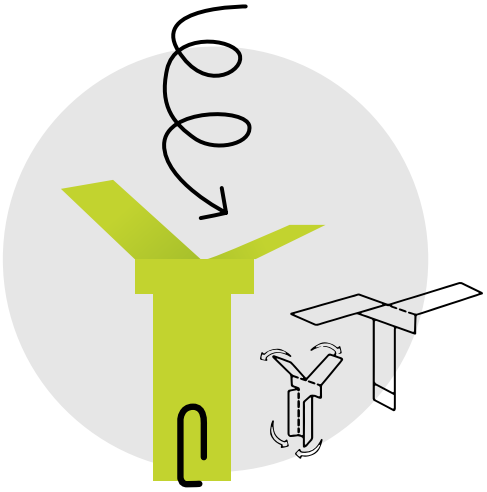
Fold the plane in half again.

5

Now fold the diagonal edge down to meet the straight edge on each side, making the wings. Your plane is complete.

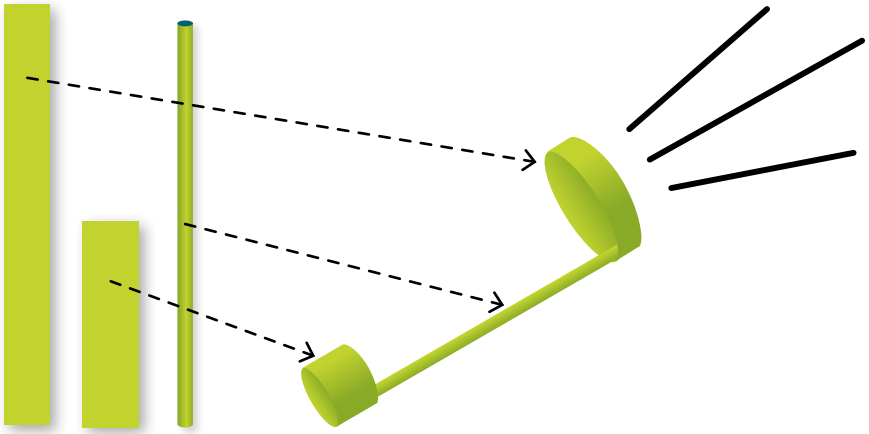
6

Test out your paper plane!



7 Helicopter

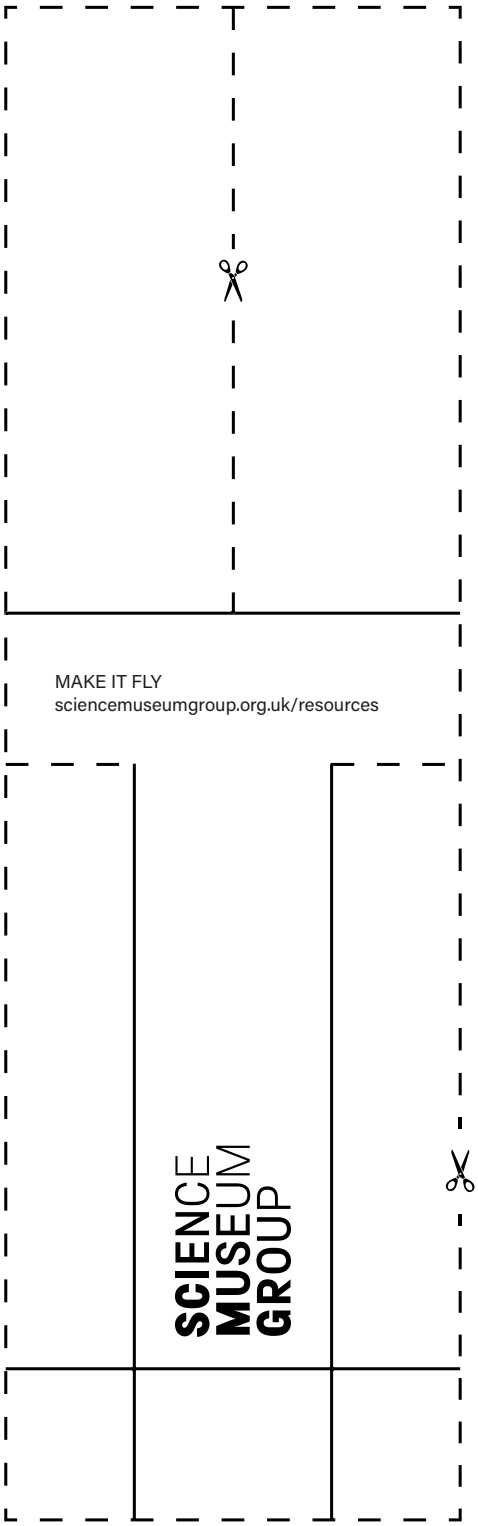
Use the template on the next page and the above diagram to help you make a paper helicopter.
Drop it to see it spin.

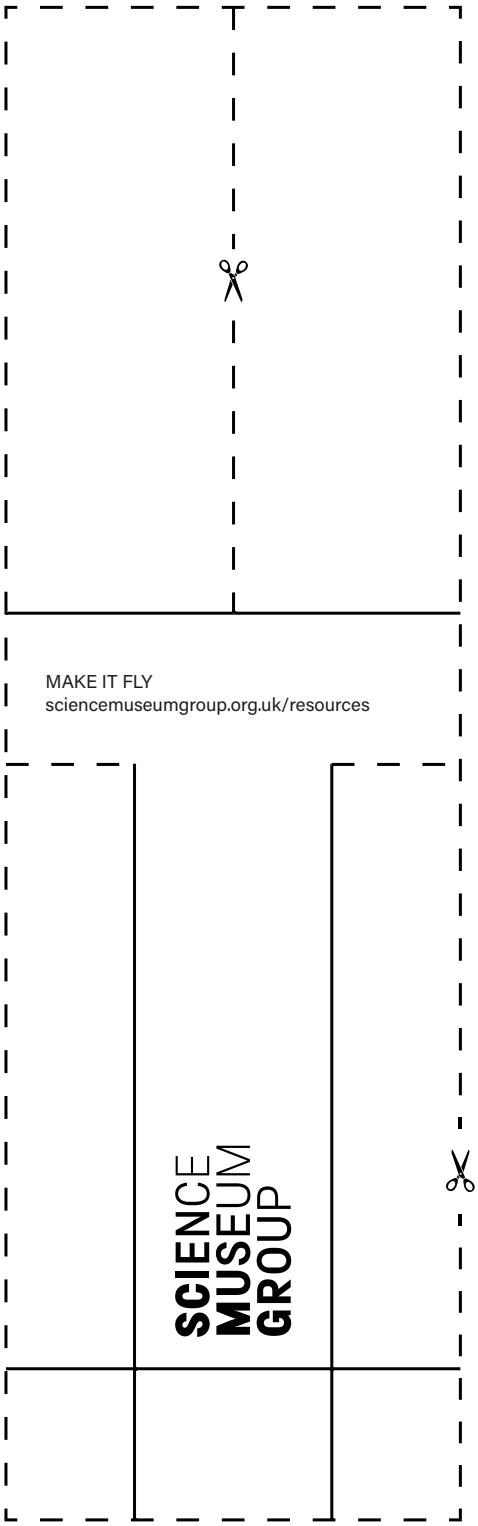


8 Glider

Curl the strips of paper into loops and tape them to each end of a straw to make a glider.

WHAT'S THE BEST DESIGN FOR A PAPER AEROPLANE?
ACTIVITY





BRITISH SCIENCE WEEK

HOW CAN WE RECYCLE AND REUSE PAPER?

This activity is designed to get you thinking about why recycling paper is important. You'll take old paper and make new paper of your own. Creating brand new materials uses lots of energy – reusing what we already have can help protect the planet.

45 minutes plus a day to dry

Kit list

- **Scrap paper**
- **Bowls of warm water**
- **Hand whisk or masher**
- **Metal coat hanger shaped into a rough rectangle covered in old tights to make a frame** (have the adult do this)
- **Absorbent material** i.e. blotting paper or cloth
- **Rolling pin to help dry the paper**
- **Pieces of foil, leaves etc. to decorate**

Instructions

1. Tear up your old paper into small pieces, put them into a bowl and cover with warm water.
2. Mash or whisk it until it is like thick porridge.
3. Get your frame an adult has made from a coat hanger and old tights and dip it into your paper-water mix.
4. Make sure it is evenly covered with the mix and let the water drip back into the bowl, you don't want it to be too wet.
5. Put the coat hanger down on absorbent paper or cloth. Leave it to dry for a day.
6. To speed up the drying, place another piece of paper or cloth on top of your paper and carefully roll it firmly with a rolling pin.
7. You could decorate your paper by adding small pieces of foil, leaves etc. before the paper has dried.
8. What questions do you have now?

Watch out

- Electric blenders or whisks should only be used by an adult.

Next steps

This activity is one of the CREST SuperStar primary challenges. You can find out more and download all the resources you need here: crestawards.org/resource-library/primary/superstar .

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At home

Recycle and reuse paper you have around the house like old paper bags and packaging for paper to draw on.

Career options

- Environmental scientist – someone who researches how human activities impact our environment, and ways that we can protect it, including recycling.
- Found objects artist – someone who recycles materials to create artworks. Sometimes the art is created to communicate how we need to look after the planet.

Skills unlocked

Passionate, patient

BRITISH SCIENCE WEEK

HOW CAN I TELL DIFFERENT BLACK INKS APART?

Note to teacher: Test the pens before the activity, and make sure that the inks separate in different ways.

In this activity you'll learn about how to identify different inks using a technique called chromatography. You'll discover how to identify which pen was used to write a ransom note!

45 minutes

Kit list

Absorbent white paper i.e. filter paper or kitchen towel

4 different water-soluble black pens (not biros), each labelled with a different suspect's name

Ransom note (written on absorbent paper by the teacher before the activity, using one of the pens)

Beakers

Pipettes

Scissors

Plain paper

VIDEO AVAILABLE

Instructions

1. Your teacher will put you into groups and show you a ransom note written in black pen. You will be given four black pens used by different suspects – can you work out which suspect wrote the note?
2. Test the different black pens by cutting four strips of absorbent paper and drawing a spot of ink on each. Place the paper strips over a beaker and then add a drop or two of water to the ink.
3. Look carefully at the effect the water has on the different black inks. What do you notice?
4. Your teacher will give your group a strip from the ransom note to test. Observe what happens to the ink the culprit used. Can you solve the crime?
5. What questions do you have now? Do you think it's possible to separate the colours in other things in the same way?

Watch out

- Use plastic beakers for this activity.
- Any spills should be cleaned up quickly to avoid accidents.
- Avoid using permanent marker pens.

CREST AWARDS

Next steps

This activity is taken from Investigating Ink, one of the CREST SuperStar challenges.

Why not try some of the other challenges? You can find out more about CREST SuperStar and download the resources you need at: crestawards.org/resource-library/primary/superstar.

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At home

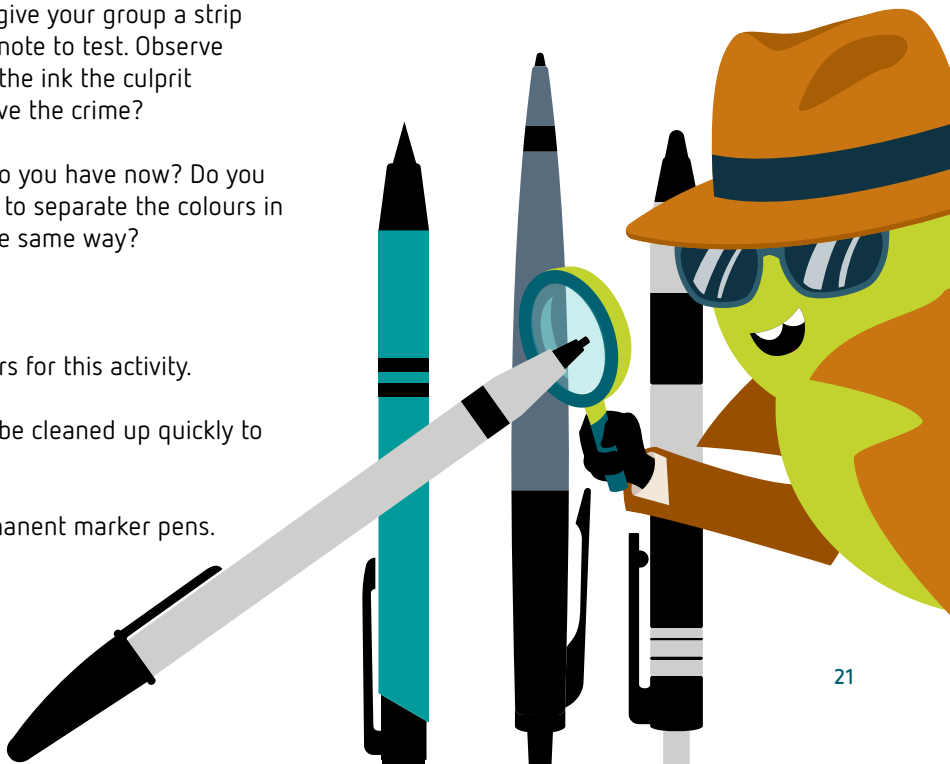
You could continue experimenting with ink at home, using chromatography. Do different coloured inks and different types of pen give different results?

Career options

- Forensic scientist – someone who looks at and prepares traces of evidence that can be used in police investigations and court cases.
- Food scientist – someone who tests samples of food products to make sure they're safe and of a good quality.

Skills unlocked

Hard-working, committed



BRITISH SCIENCE WEEK

ROYAL MUSEUMS GREENWICH

WHAT'S THE BEST WAY TO PROTECT IMPORTANT OBJECTS?

Can you be a detective for museum treasures? At the Prince Philip Maritime Collections Centre, precious objects need protection. Each material has a different enemy! In this activity, you'll become a conservator-detective, solving puzzles and using creativity to stop damage and keep special objects safe for the future.

1 hour

Kit list

Agents of deterioration sheet (found on following page)

Condition report downloadable from Make a Museum | Royal Museums Greenwich 'What does a conservator do?' section

Everyday objects made from materials like wood, stone, paper, plastic or metal

Extra challenge - use craft materials to build a strong protective case

Paper and pencils/ pens for designing protective containers

Instructions

1. Team up with a partner. Choose three objects made from different materials (like paper, wood, or metal).
2. Use the condition report as your detective guide. Look closely and answer the clues. What do you notice about each material?
3. You are now Conservator Detectives. Check the 'agents of deterioration' list. Which sneaky villains (light, pests, water, people, etc.) might attack your objects?
4. Design a super-protective container for each object. Use your creativity and science skills to stop the villains!
5. Present your design to the class. Show your evidence: why did you choose those protections? Example: This comic book fades in sunlight, so I used UV glass to block the rays.
6. Compare your three objects. Did they all need the same protection, or something different?
7. What questions do you have now?

Next steps

Create a poster showing the dangers and villains that can damage objects such as light, water, pests or careless handling. Add drawings, labels and detective clues.

Visit rmg.co.uk/schools-communities/schools-hub for more resources and information on how to visit Royal Museums Greenwich.

At home

Keep your treasures safe! Store drawings away from sunlight, handle special objects with clean hands and protect treasured keepsakes from water, dust, or pests.

Career options

You could become a museum conservator, curator, or archaeologist. These careers look after important objects and stories. Scientists, artists and historians also help care for our past. Conservators make sure future generations can see and enjoy today's treasures.

Skills unlocked

Curious, self-motivated

BRITISH SCIENCE WEEK

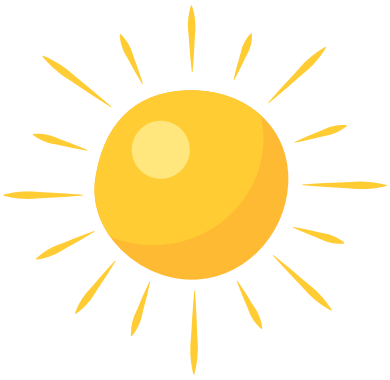
WHAT'S THE BEST WAY TO PROTECT IMPORTANT OBJECTS?

AGENTS OF DETERIORATION

Objects can get damaged in many ways. Here are some examples to help you think about how to keep them safe. Can you think of any more?

What is deterioration?

Deterioration means slow damage or decay that makes an object weaker, broken, or hard to enjoy. Objects in museums can be harmed in many ways. Conservator Detectives look out for these dangers:



Human Action

People can damage objects by accident or carelessness. Dropping, stacking, or cleaning too much can cause harm. Sometimes people even steal or vandalise.

Light

Too much sunlight or electric light can fade colours and make writing impossible to read. Museums keep fragile things in dark places or only show them for short times.

Fire

Fire and smoke can destroy whole collections. Museums protect objects by storing them in strong boxes.

Water

Leaks, floods, or spills can soak and ruin objects. That's why many things are kept off the floor and in cabinets.

Pests

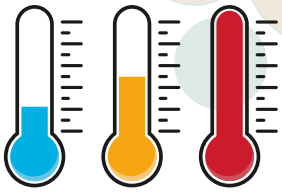
Insects and mice like to eat natural materials, such as wood, paper, or fabric. Some objects are frozen first to kill pests, then stored safely.

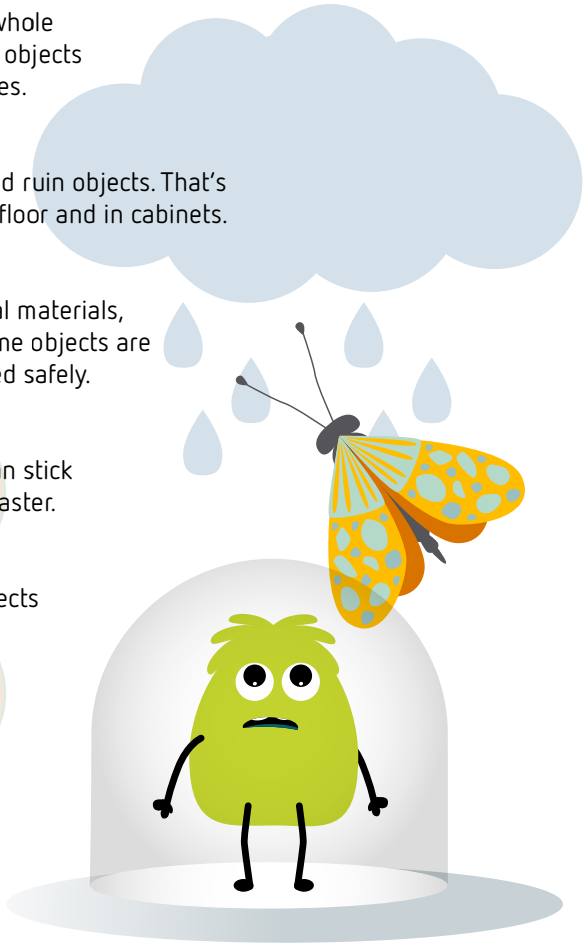
Pollutants

Dust, dirt, sprays and chemicals can stick to objects and make them decay faster.

Temperature and Humidity

If it's too hot, cold, wet, or dry, objects may crack, mould, or warp.





BRITISH SCIENCE WEEK

WHAT MAKES THE BEST HANKIE WHEN YOU HAVE A COLD?

This activity is designed to get you thinking about the strength and absorbency of materials, and deciding which would be best for a handkerchief.

45 minutes

Kit list

A selection of materials that could be used as hankies:
- Cotton fabric
- Newspaper
- Crepe paper
- Cotton wool
- Greaseproof paper
- Tissues

Plastic trays

Beakers

Coloured water (with food dye or paint)

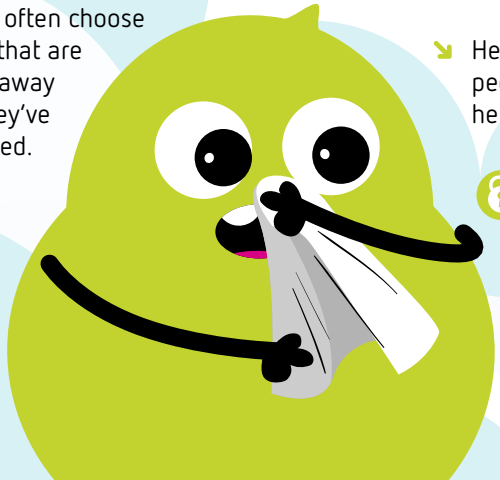
Pipettes, a squeezy bottle or measuring scoop to add drops of liquid to the materials

Paper towels to clean up

VIDEO AVAILABLE

Instructions

1. Talk to a partner or friend about what it's like to have a cold. What do you think makes a good hankie?
2. Your teacher will give you a set of materials to test. Which do you think will be best? How will you find out?
3. One at a time, put each material in the tray and drip coloured water onto it with the pipette, squeezy bottle or measuring scoop. Observe the differences and share your ideas.
4. When you have finished, agree on the winners and talk about why these were the best hankies.
5. To present your work you could sort or order the materials into those that worked well, and those that didn't.
6. What questions do you have now? You might like to think about why we often choose tissues that are thrown away after they've been used.



Watch out

- Mop up spills to avoid a slippery floor.
- Test hankies on hands, not noses.
- Remember not to share hankies.
- Don't drink the coloured liquid, or squirt it at others.
- Water coloured with food dye can stain hands.

Next steps

This activity is taken from Sniffly Sneezes, one of the CREST Star for early years and primary challenges.

Why not try some of the other challenges? You can find out more about CREST Star and download the resources you need at: crestawards.org/resource-library/primary/star/.

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At home

Try tests on materials to discover other qualities, perhaps to see which are the most waterproof.

Career options

- Product designer - someone who thinks about things that we use and works out how to make them better. They might think about how they look, how they are made or how easy they are to use.
- Health educator - someone who teaches people about healthy behaviours that can help to prevent illnesses.

Skills unlocked

Curious, organised

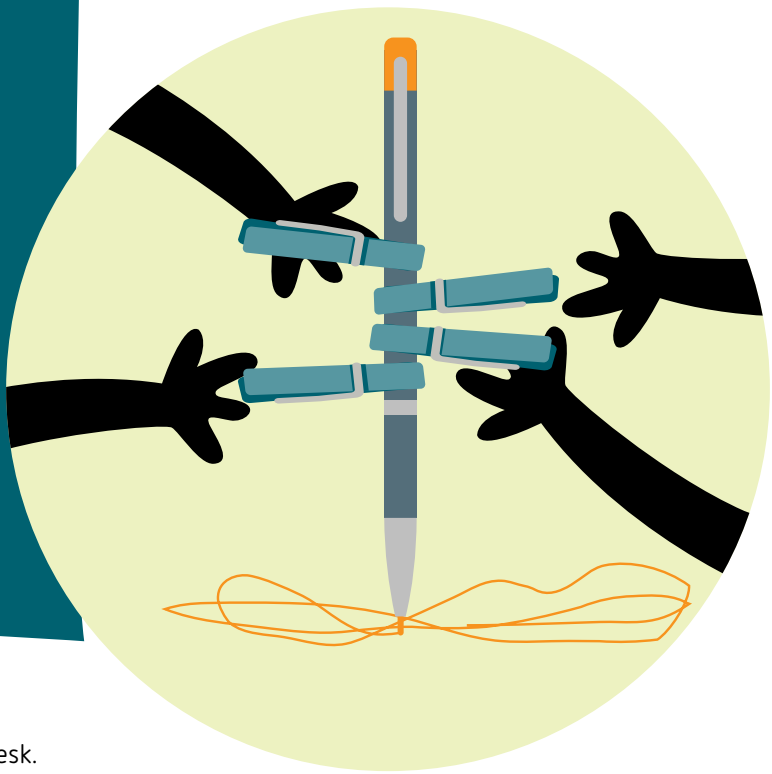
BRITISH SCIENCE WEEK

nsead

WHAT DOES GREAT TEAMWORK LOOK LIKE?

Good science, technology, engineering, arts and maths (STEAM) practice requires working with others effectively. In this activity, teams of four will hold the same pen with pegs to draw a STEAM-themed image collaboratively. Will your drawing descend into chaos or will your diverse characters learn to work well together?

15-20 minutes



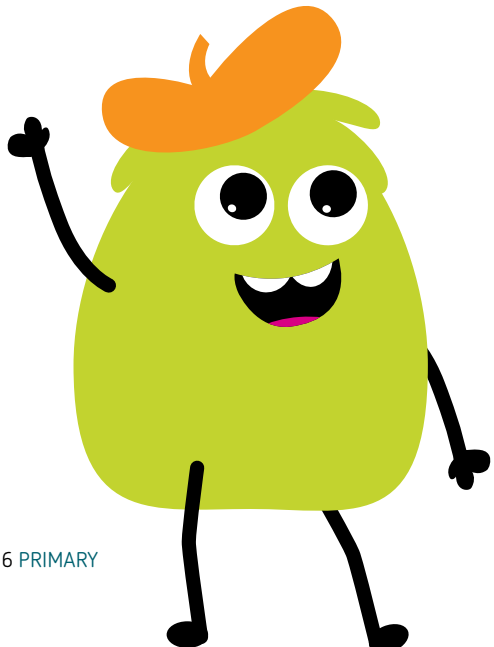
Kit list

- Four spring clothes pegs
- Felt tip pen
- Large A1 size paper - divided into nine equal squares
- Suitable photograph to copy - divided into 9 equal squares
- Masking tape

This exercise was adapted from the book Drawing for Science Invention & Discovery by Paul Carney.

Instructions

1. Fix the piece of A1 paper to a desk.
2. Attach four clothes pegs to the felt pen so they face different directions.
3. Place the image to be copied (flowers and animals are good for this) near the A1 paper.
4. Your teacher will put you in groups of four. In your groups, stand around the paper and each hold a clothes peg.
5. No talking is allowed at this stage – place your non-drawing hands on your mouth!
6. Now, try to copy the photo accurately using the squares to guide you - you're allowed five minutes to complete the task.
7. Evaluate the exercise. Was it difficult? If so why?
8. Now repeat the exercise (with a different photo if you prefer). This time you can speak to each other.
9. Evaluation: how does effective communication affect our ability to do this task better?
10. What questions do you have now?



Watch out

Be careful of getting felt tip on clothes.

Next steps

For more resources visit nsead.org.

At home

Practice drawing with a peg and felt pen at home to make more expressive, creative drawings.

Skills unlocked

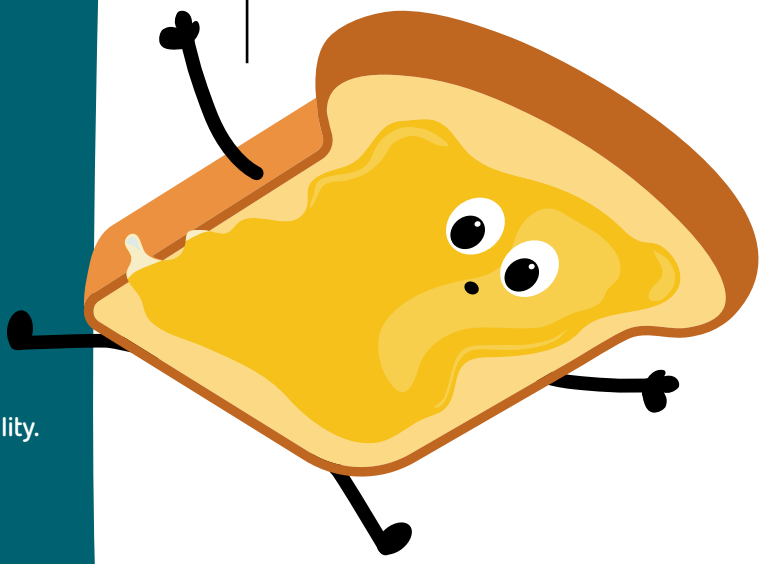
Observant, collaborative

BRITISH SCIENCE WEEK

DOES TOAST ALWAYS LAND BUTTER-SIDE DOWN?

This activity is designed to get you thinking about probability. Murphy's Law says falling toast always lands butter-side down, but is this true? You'll be flipping toast and keeping a record of how it lands – what are the chances?!

45 mins



Kit list

- Bread, ideally thick and thin slices
- Toaster
- Plastic butter knives
- Butter or margarine
- Cardboard or plastic plates
- Newspaper as a landing mat
- Marker pens
- A chart to record the results

VIDEO AVAILABLE

Instructions

1. Get two thin slices of toast and two thicker slices.
2. Butter one of the thin slices and one of the thick slices, leaving the others plain.
3. Mark one of the sides of the unbuttered toast slices with a marker pen, so you can tell which side they're landing on.
4. One by one, drop your slices onto the newspaper landing mat, and record the results.
5. Do this several times and record the results, and see if you can spot any patterns. Does the buttered toast land butter-side down more often than not? Does it make a difference if the toast is thick or thin? Is there any pattern with how the unbuttered toast lands?
6. Try different versions of the experiment. Does the probability of the toast landing butter-side down change if the toast is dropped from higher up? Try using other slices of toast with different amounts of butter.
7. What questions do you have now?

Watch out

- Remind children not to eat the toast.
- Only use toasters under very close supervision, otherwise provide pre-made toast.

Next steps

This activity is one of the CREST SuperStar primary challenges. You can find out more and download all the resources you need here: crestawards.org/resource-library/primary/superstar/.

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At home

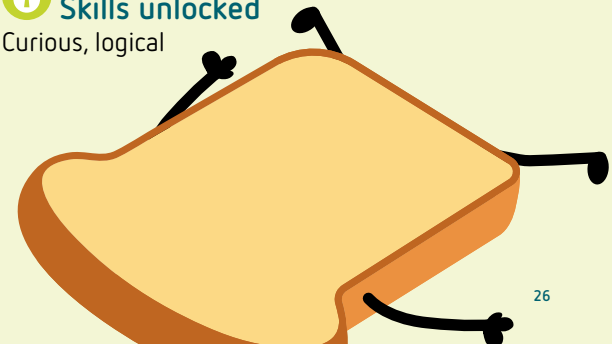
Try other experiments to test probability. How many times would you need to flip a coin to get five heads in a row?

Career options

Statistician – someone who studies probabilities, and uses that information to understand how the world works.

Skills unlocked

Curious, logical



BRITISH SCIENCE WEEK

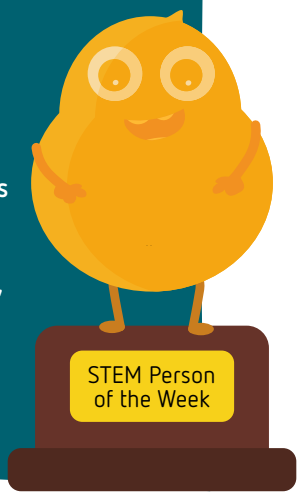
Northumbria University NEWCASTLE

nustem

WHO'S YOUR STEM PERSON OF THE WEEK?

You already share many of the skills of people working in STEM fields; they have the same skills and attributes that you already have. Creating a STEM Person of the Week card will allow you to explore the huge range of exciting STEM jobs, learn about the people who work in STEM and find out which skills you share with them.

1-1.5 hours



Kit list

A computer/ laptop/tablet with internet access

Pens and colouring pencils

Additional worksheets on page 28-29

STEM Person of the Week cards (download and print from nustem.uk/stem-person-of-the-week)

Instructions

1 Take a look at a STEM Person of the Week card, each card is made up of different sections:
- The person's name
- Their job title
- A short description about what they do and how they show their three skills

2 Now you need to find your own STEM Person who you'd like to showcase. Try thinking about the following things:
- Diversity - search for engineers and scientists from all over the world.
- Try to find current, working scientists and engineers instead of the ones you might usually find in textbooks. You could do an internet search, check out the British Science Week Smashing Stereotypes profiles, or you could visit the A Scientist Just Like Me website to find someone interesting to feature: pstt.org.uk/unique-resources/a-scientist-just-like-me.
- You might even find your STEM person in real life, perhaps you or your family knows someone who works at a local STEM firm, or maybe one of your family or friends already works in STEM - you could ask them to be your STEM Person.

3 Use the template on the next page to make your own STEM Person of the Week card, you'll need to add their name and a photo if you can find one. Then you can write your description about them, saying who they are and what they do. Make sure you mention three skills that they use in their STEM role (you can use the table to find out about the different STEM skills and what they mean).

Next steps

On the second page of the template, there's space for you to write down things that you've done to show how you have the same skills as your STEM person. Make notes in the boxes each time you do something that demonstrates the skills.

For more examples of STEM Person of the Week cards have a look at the sets at nustem.uk/stem-person-of-the-week.

At home

Tell people at home about your STEM Person of the Week. Do members of your family share any skills with the person you chose? Ask them if there are any STEM jobs that they would like to do.

Career options

Get everyone in the class to present their STEM Person of the Week to find out about some of the many different jobs and careers that are linked to STEM.

Skills unlocked

Curious, open-minded

Check our Smashing Stereotypes profiles to get inspired!

Meet Pearl physical climate scientist

Pearl uses data to help companies understand the impact of their actions, like using too much water or energy or working in ways that harm nature.

Skills you could learn from Pearl:
Communicator, passionate, organised

WHO'S YOUR STEM PERSON OF THE WEEK? ACTIVITY SHEET

STEM PERSON OF THE WEEK

Name

Job Title

Skill 1

Skill 2

Skill 3

Use this space to write about your STEM Person of the Week.
Try to describe what they do and include three of the skills that you think are best suited to their work.

- **Open-minded** people are willing to listen to new ideas and respect other people's views and opinions.
- **Creative** people make new things and have original ideas.
- If you show **commitment**, you stick with an activity and try your hardest to make it happen.
- **Passionate** people have strong feelings about things that interest them.
- **Self-motivated** people like to do things for themselves without being told how to do them.
- If you are **observant** you are quick to see things, you are able to spot fine details and you are good at paying attention.
- **Communicators** are good at sharing information and ideas with other people.
- **Hard-working** people put all of their effort into finishing things.
- **Collaborative** people work together to do things.
- **Resilient** people can quickly recover from difficult or challenging things.
- **Logical** people can solve problems by thinking through them in a sensible order. They understand how one action can lead to another.
- If you are **imaginative**, you can think of new and interesting ideas.
- If you are **patient**, you are able to stay calm when faced with problems.
- **Organised** people are good at planning to make sure they finish things.
- If you are **curious**, you want to learn new things.

WHO'S YOUR STEM PERSON OF THE WEEK? ACTIVITY SHEET

STEM PERSON OF THE WEEK

Name

Job Title

Like

I am

Skill 1:
(Use this space to explain how you show skill 1)

Skill 2:
(Use this space to explain how you show skill 2)

Skill 3:
(Use this space to explain how you show skill 3)

BRITISH SCIENCE WEEK

This activity is more suitable for ages 9-11

I'm a Scientist Get me out of here

GOT MORE QUESTIONS? ASK A SCIENTIST!

What is your most surprising discovery? Who inspired you to become a scientist? What did you study at school? How do you measure the size of the universe? How do we use science every day? Ask real-life scientists your questions, connect with them through our online chat, and then vote for your favourite scientist to win £500!

10 minutes to read about the scientists you're going to chat with and prepare your questions. 30 minutes for the live chat

Kit list

A computer/ laptop/tablet with internet access

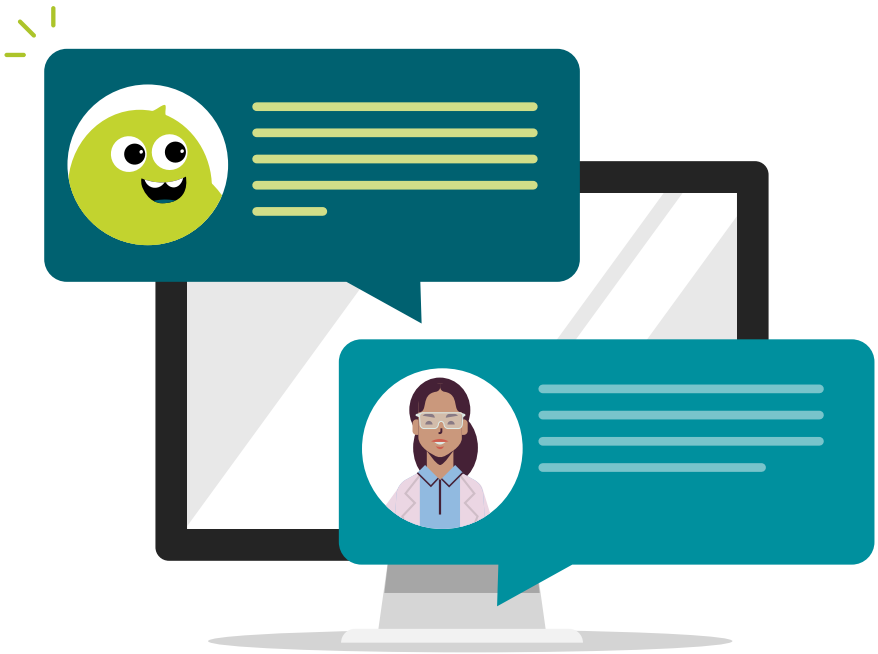
A login card from your teacher

Instructions

1 Got a login card? Log into imascientist.org.uk/login with your username and password.

2 Click 'The Scientists' in the menu bar and read through some of the scientists' profiles. What are they working on? Do you have anything in common with them?

3 Prepare two or three questions for the scientists in your chat. You can see which scientists have signed up on your dashboard.



When it's time for your chat

4 Your teacher will tell you when to log in. Click 'Chat' at the top of the page to join the chat session.

5 Ask your questions and chat with the scientists - they're excited to answer your questions!

Watch out

Our chats are safe and secure with our friendly moderators, but never give out personal information, even your social media handles or gamer tags, online.

Next steps

Once you have a login card, head to imascientist.org.uk for further information, including how you can ask questions and vote for your favourite scientist. You could also choose one of the scientists you chat with and use them to do the STEM Person of the Week activity!

At home

Get the grownups at home involved with our fantastic evening chats. Safe, secure and moderated online chats take place Monday-Thursday, 5-6pm, during British Science Week, for some homework you'll definitely look forward to.

Career options

Ask the scientists questions about what YOU are interested in. You might be surprised by how much science touches our everyday life without us even noticing. Science is all around us and we benefit from science every day... even if you don't become a scientist.

Skills unlocked

Curious, open-minded

BRITISH SCIENCE WEEK POSTER COMPETITION

This year, the British Science Week poster competition is taking curiosity to the next level! We're working with a team of scientists who are curious about what children and young people think will make a 'good'/'positive' childhood in the future. We will all be thinking together about the same question.

You can read more about this research on page 32, but if you're keen to get started here's how your children can enter...

Instructions

Introduce the poster competition theme using the following questions:

What makes children's lives positive?

What will a positive childhood look like in the future for children your age?

You might like to discuss the words 'positive' and 'childhood' here, particularly with younger children. 'Childhood' is a broad phase of life (from 0-18!), so we would encourage you to focus their ideas on children who are the same age as them, although they may also bring in thoughts about friends/siblings, which is fine.

To get pupils exploring the questions, they could think about:

- What things make your life positive now?
- You could ask other children in your class or school about what they enjoy and what makes their life good/positive. You might like to think about people, places, things, occasions, interests and activities.
- What did a good/positive childhood look like in the past? Ask some grown-ups to tell you about what made their life good when they were children.
- Imagine your own children, if you have them, in the future. What would a positive childhood look like for them? What will they be playing / doing / eating / learning / thinking? Who will they be doing these things with?
- What do children in other countries around the world enjoy? How is this the same or different to what makes your life positive?

There are some additional resources on pages 33-36 that you can use to help children consider some of these prompts.

Make your poster

Once children have had the opportunity to explore the questions and collect their thoughts, it's time for them to respond by creating their own poster to present their ideas. Posters must be A4 or A3 in size and you'll need to be able to supply a 2D image of them (e.g. photo, jpeg or PDF file) so they can be sent to us online for judging. Children can use pop-up pictures, pull out tabs or materials such as pencils, paints, crayons, collage and paper to create their posters. Digitally created posters are also allowed. Shortlisted posters are often shared publicly, so please don't include any personally identifiable information such as names or photos of real people.

Send us your posters

Once the children's posters are complete, schools should select the best five and submit them for a chance of winning an array of prizes! For more details, along with the full set of poster competition rules and tips, check out our website: **britishscienceweek.org/poster-competition**.

BRITISH SCIENCE WEEK POSTER COMPETITION

What is the research behind this year's poster competition?

This year the British Science Week poster competition is linked to a real scientific research question. The UK government are thinking about how to build a positive future for children. They are keen to understand children and young people's own ideas on this, so they are asking:

What are children and young people's visions for a good/positive childhood?

The British Science Association and the NUSTEM team at Northumbria University have teamed up with the Government Office for Science to help explore this question.

How will the poster competition entries be used?

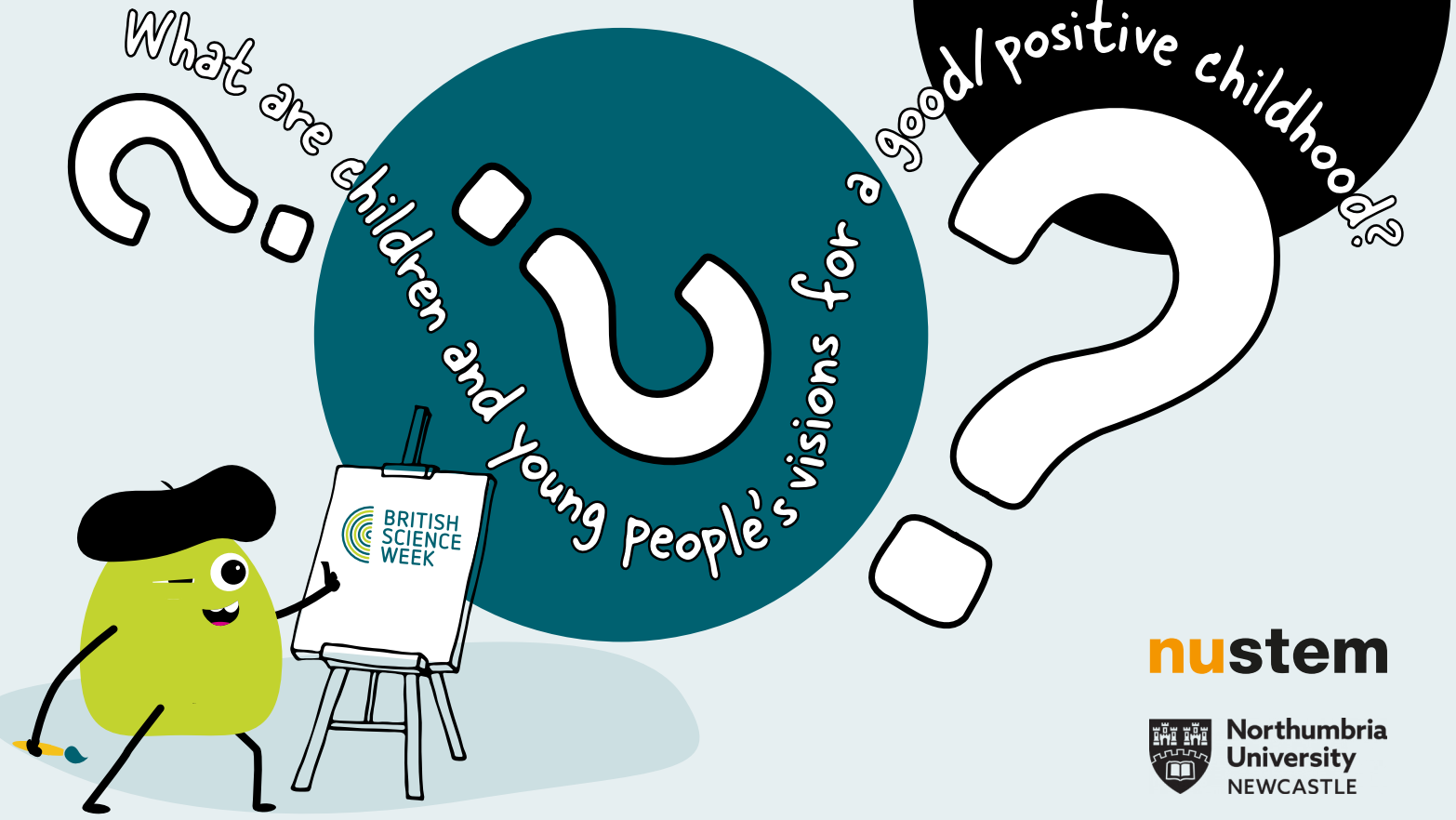
Once the competition is closed for entries, all the submitted posters will be considered by a team of judges. We'll also collect some data, like where in the UK the posters are from, the age of the entrants, and the themes that they reflect. This data will be anonymised before being analysed.

The team at NUSTEM will also look in detail at some of the posters, to gather further ideas and insights based on the children and young people's entries. They will then be able to look for patterns and trends as they analyse the results.

What will happen to the findings of the research?

Once the posters have been analysed, the results will be published in a report. As soon as this is available, we will share the results with everyone who takes part in the competition so you can see the outcomes and insights – it should be a fascinating piece of research.

To find out more about the competition, the full set of rules, and how to submit entries, visit: britishscienceweek.org/poster-competition.



nustem

Northumbria University NEWCASTLE

POSTER COMPETITION SUPPORTING RESOURCES

What makes children's lives positive?

What will a positive childhood look like in the future for children your age?

Give your children a chance to think carefully about the main questions before they create their posters. We are most interested in their own original ideas, but some initial discussion and thinking could help them to develop their responses. You could use the prompts from the competition brief and share ideas together or give children a chance to speak to each other about the questions. Use your discretion when talking about 'good' childhoods, being conscious of any children who may not feel positive about their lives.

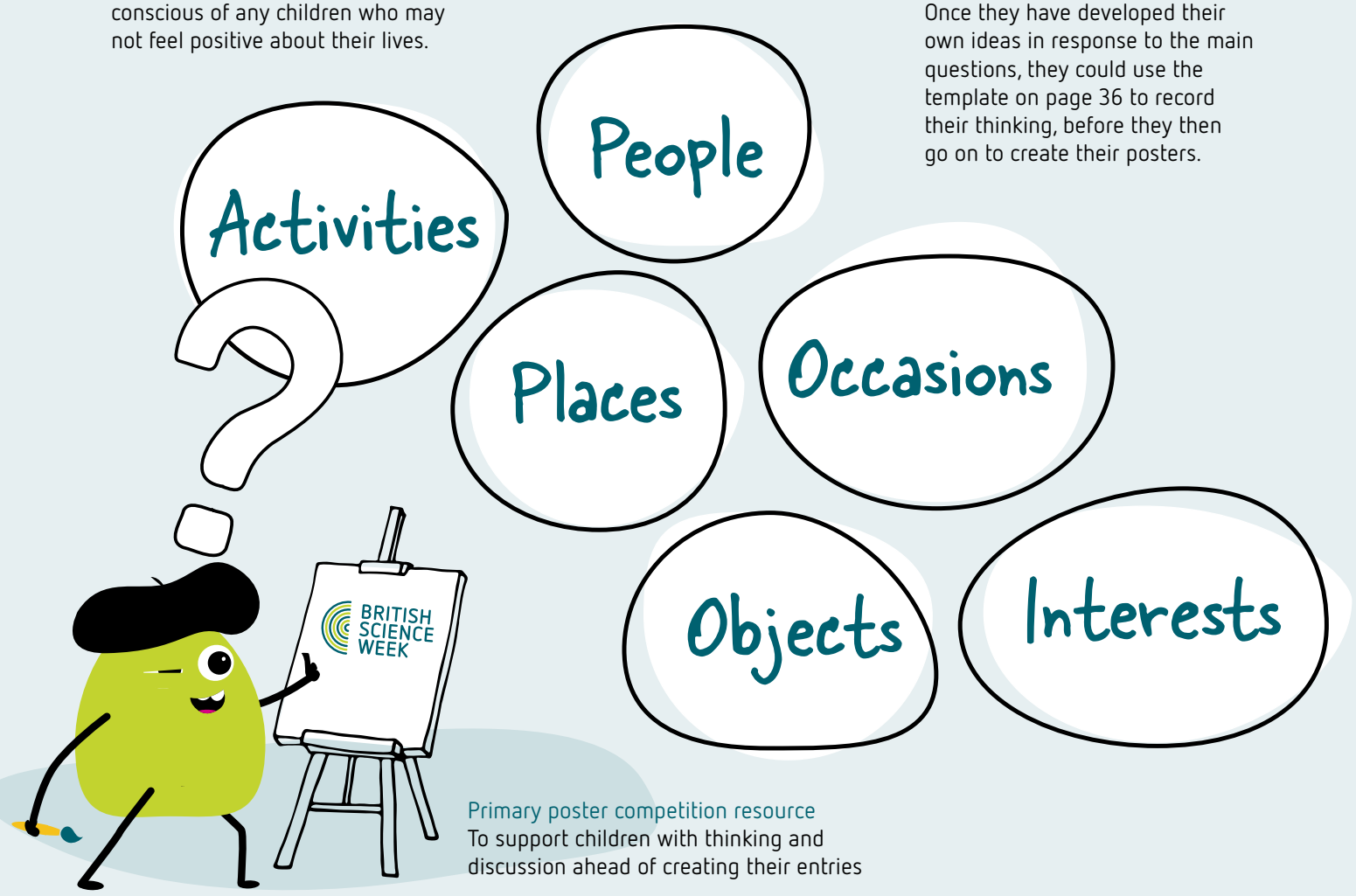
Create an image bank to generate thinking and discussion

You could create an image bank to support discussion. Make sure that your collection of images includes a wide variety of pictures for children to consider – you could use online picture banks, accessible symbols, as well as printed images from magazines, leaflets and brochures. You could group images under the following headings:

Interviewing others

Children could use the prompts on page 34 to interview their peers and jot down their responses with words or pictures. They may like to speak to some adults too, to get a sense of what a positive childhood looked like in the past. There is a timeline template on page 35 that they could use to record their findings. Does this shape their ideas about what a positive childhood might look like in the future?

Once they have developed their own ideas in response to the main questions, they could use the template on page 36 to record their thinking, before they then go on to create their posters.



Primary poster competition resource
To support children with thinking and discussion ahead of creating their entries

POSTER COMPETITION SUPPORTING RESOURCES

What makes children's lives positive?

What will a positive childhood look like in the future for children your age?

You could use the questions below to find out what other children your age think...

What makes your life 'good' or 'positive'?

Are there any people that make your life positive?

Are there any objects or occasions that make your life positive?

Where do you enjoy being? What do you enjoy doing?

What do you think a positive childhood will look like in the future?

Primary poster competition resource To support children with thinking and discussion ahead of creating their entries

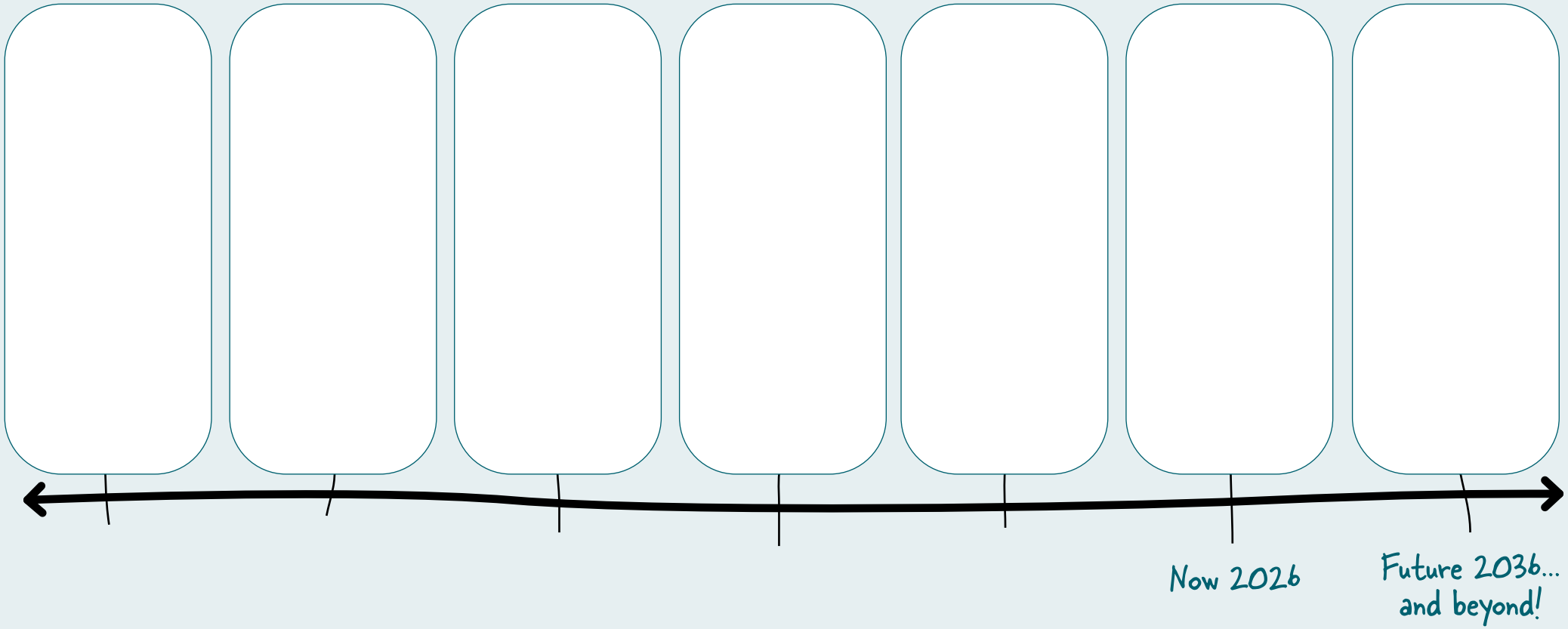
POSTER COMPETITION
SUPPORTING RESOURCES

What makes children's lives positive?

What will a positive childhood look like in the future for children your age?

What did a positive childhood look like in the past? It might be useful to consider the past and how things have changed over time, to help you think about what could be different in the future.

You could ask some grown-ups to tell you about what made their lives good when they were children. Use the timeline below to record any notes or pictures. How is this similar or different to what makes your life good now? Does this give you any ideas for what a positive childhood might look like in the future?



POSTER COMPETITION
SUPPORTING RESOURCES

What makes children's lives positive?

What will a positive childhood look like in the future for children your age?

Use this sheet to jot down your thoughts before you create your poster.
You could use words or pictures to record your ideas.

Primary poster competition resource To support children with thinking and discussion ahead of creating their entries

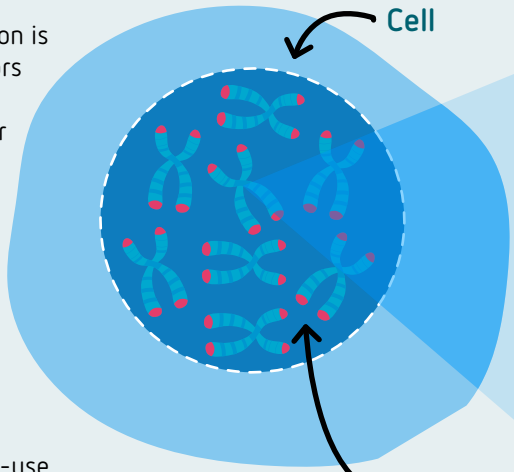
INTEGRATING GENOMICS INTO STUDENT LEARNING

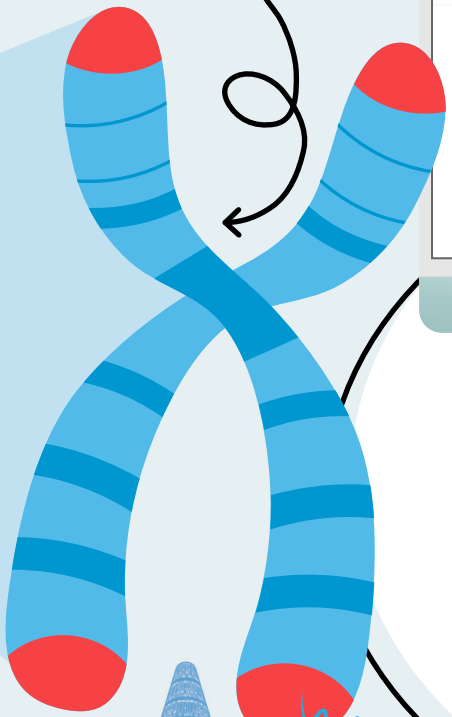
Take pupils on a journey inside the world of the genome – the basis of all life on Earth.

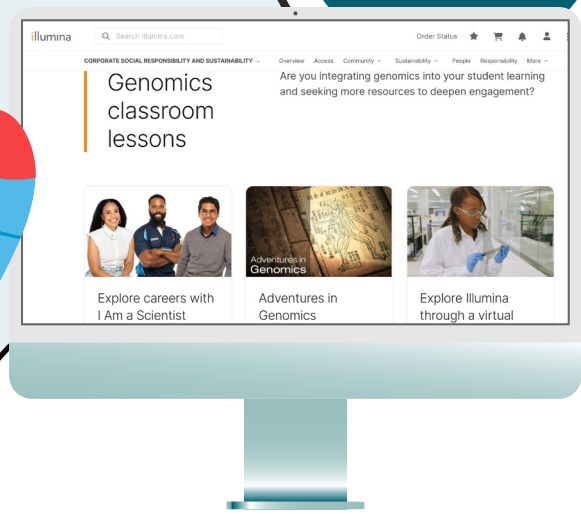
Illumina Corporate Foundation is focused on helping educators bring genomics into classrooms with resources for all ages, as well as helping patients understand the hope genomics represents in rare and undiagnosed genetic diseases and cancer.

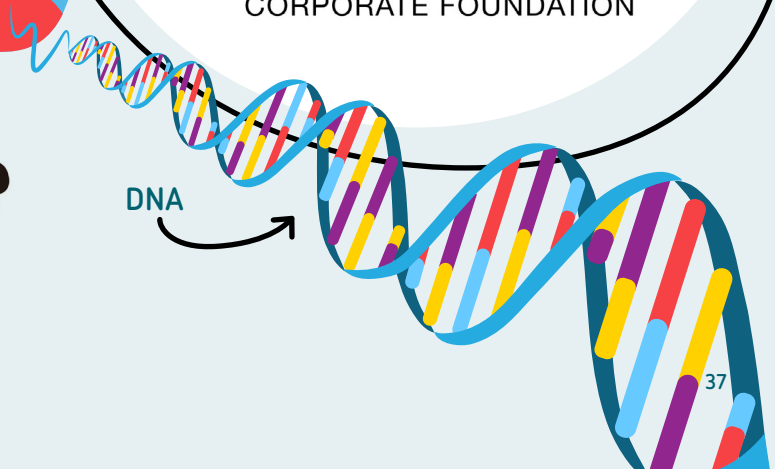
Discover the exciting ways that genomics is innovating our world through Illumina's free classroom resources, including ready-to-use activities and engaging video content.

Visit **Illumina STEM Education** to find out more.









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BRITISH SCIENCE WEEK

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