



# **Designing High Impact Public Engagement activities for young audiences**

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# Welcome

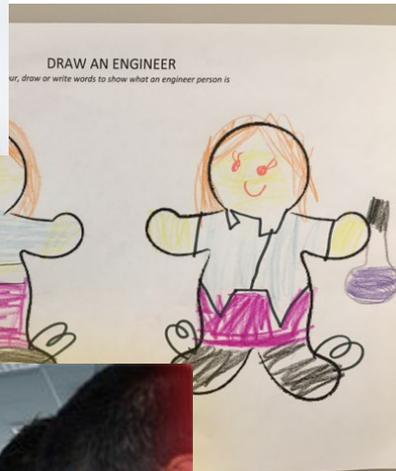
1. Why working with young children?
2. How to pitch and plan your session?
3. How to engage with young people?
4. Safeguarding



# **1. Why work with young children?**



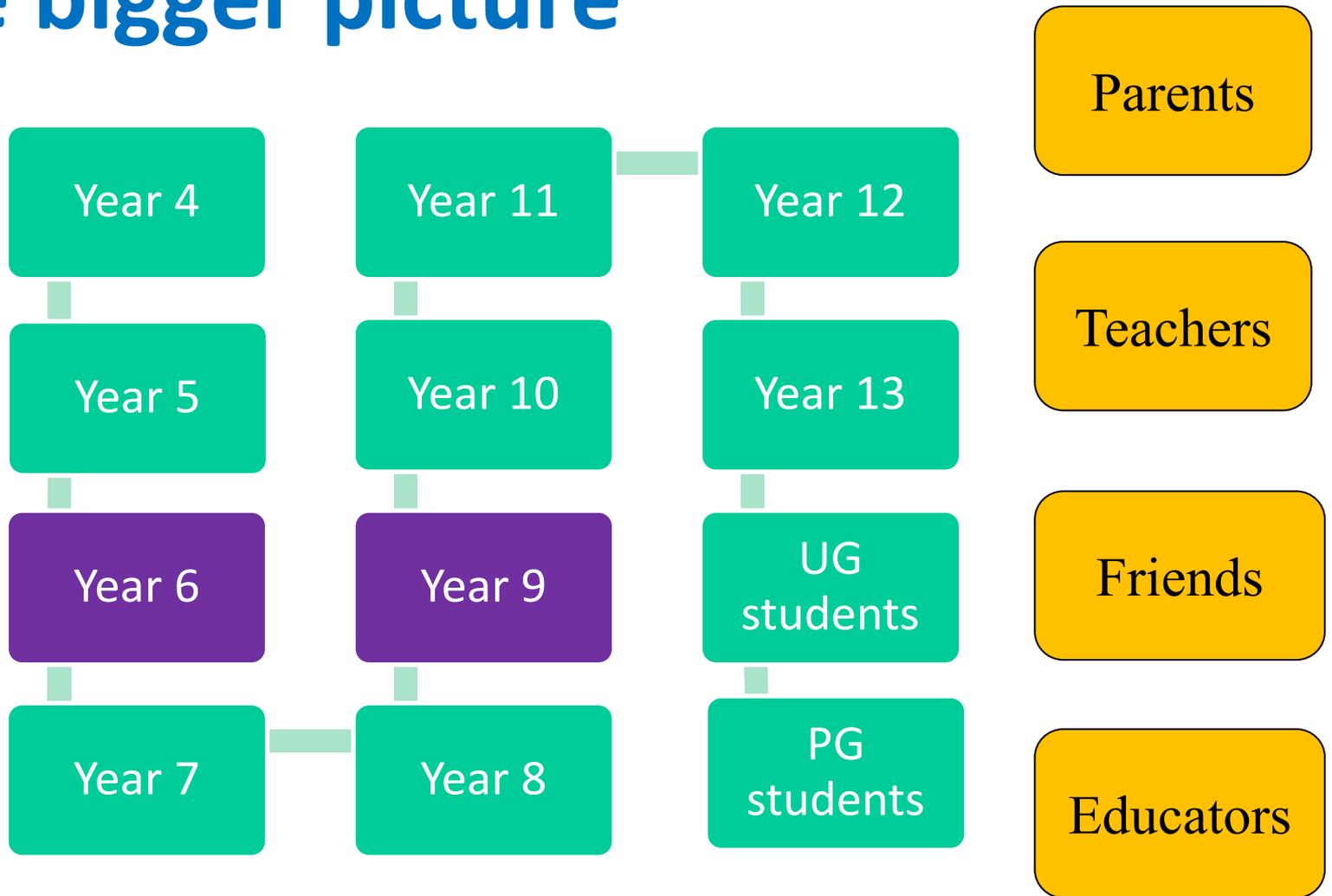
# Why?



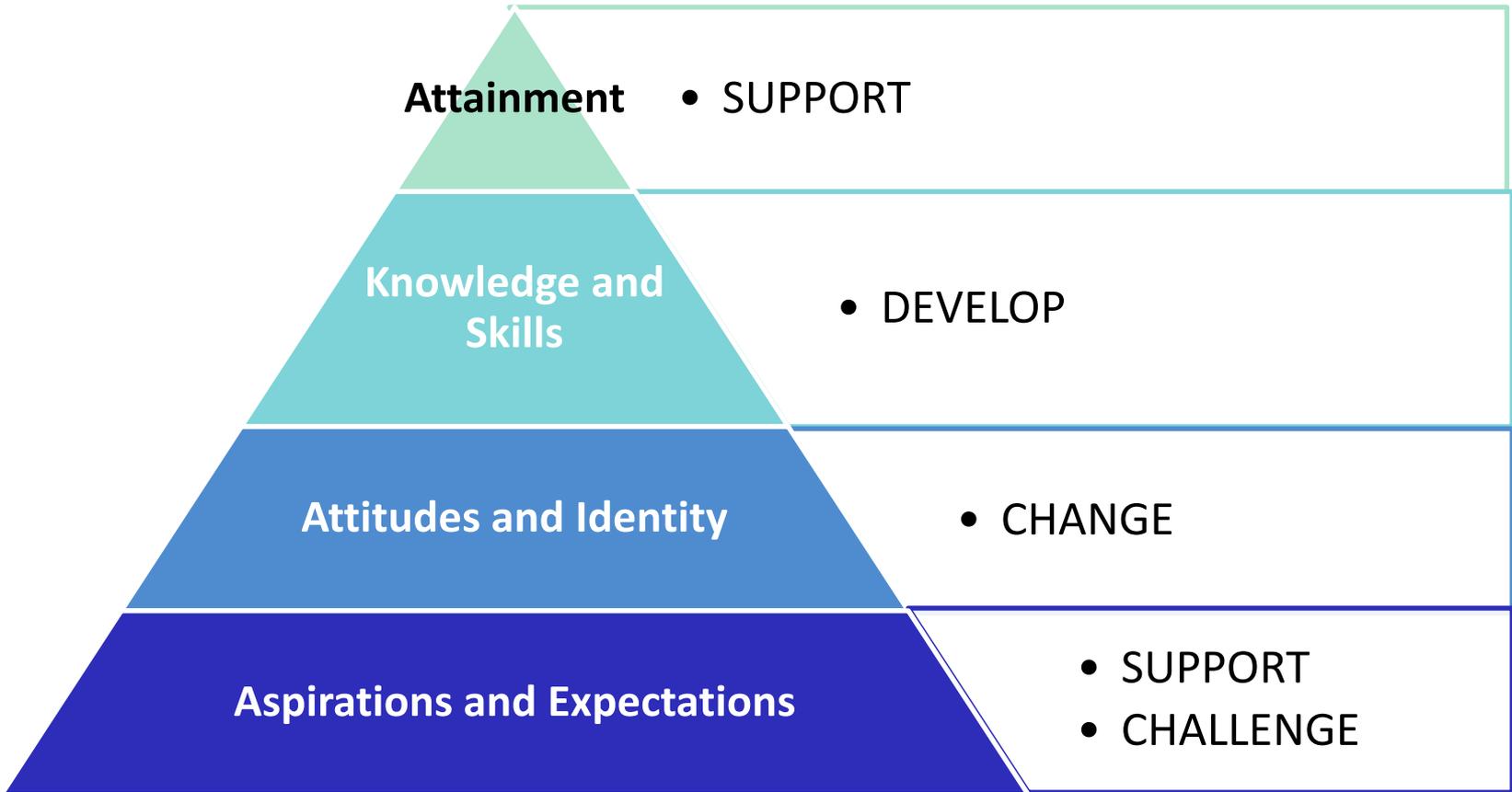
- Inspire
- Raise aspirations
- Plant the seed
- It's fun!



# The bigger picture



# Our aims



# Evaluating your activity

<b>Name of Activity</b>	Understanding Supply Chains	
<b>Aim(s)</b>	Developing Staff/Student Talent	
	Recognising Internal and external participation	
	Tackling Global Challenges	
<b>Outcome</b>	<b>Objectives</b>	<b>Objectives met by the activity</b>
<b>Attainment</b>	Developing academic abilities (Maths, analytical skills, team-work)	yes
	Increasing curriculum knowledge of A Level/GSCE subjects	yes
	Improving exam and revision technique	maybe
	Improving meta-cognition	yes
	Stress management for exams	maybe
<b>Knowledge and Skills</b>	Developing knowledge of GSCE/A Level subject options	no
	Navigating the university application system (e.g. personal statements, UCAS forms, student finance, timelines)	no
	Showcasing subjects	yes
	Careers knowledge and skills (interview technique, work experience, application writing, networking)	yes
<b>Attitudes and Identity</b>	Developing confidence and resilience (e.g. in skills, abilities and self)	yes
	Addressing concerns about HE/STEM/Engineering (e.g. providing an opportunity to ask questions)	yes
	Addressing participants barriers/ misconceptions	yes
	Promoting a sense of belonging (e.g. imagining yourself in the context)	yes
<b>Aspirations and Expectations</b>	Increasing participants awareness of the benefits of a STEM/Engineering studies and careers and further study	yes
	Exposing participants to HE/STEM/Engineering	yes
	Presenting participants with role models	yes
	Experiencing social interactions in an HE/STEM context for participants	maybe



# Evaluating your activity – Quantitative data



How many attended?

How many enjoyed it?

If you liked this activity give it a sticker!

★	★									

What did they learn/enjoy?



TELL US

Today I learnt  
*I learnt that science is fun*

Today I enjoyed  
*I enjoyed trying*

**Was it a popular event for the university?**

350 attendees. The most popular ones were...  
or 150 attendees visited the stand for.....  
They really enjoyed learning about ...



# Evaluating your activity – Qualitative Data

Staff observation



Name:

Date:

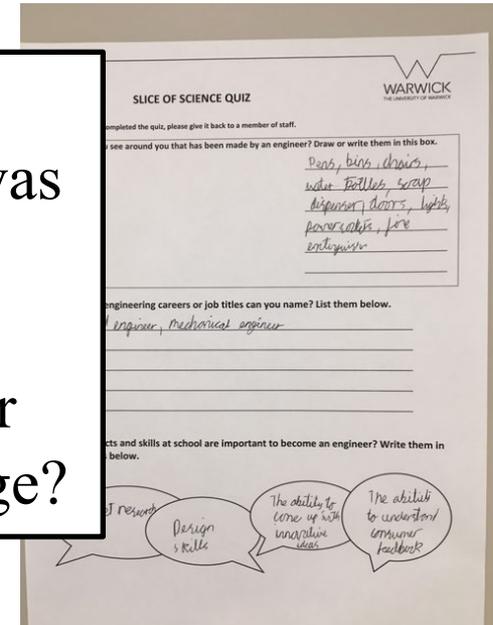
Can you give us an example of someone that you think particularly benefited from the activity? Please describe any changes you may have seen over the course of the activity (e.g. in their confidence, levels of engagement, attitudes towards learning, sense of belonging and/or knowledge of higher education).

I observe a young girl discussing with her grandmother how to become an engineer. After discussing with one of our student, the little girl was reassured that you have time to become better at Maths and her confidence in Maths was raised by the activity as she succeeded in calculating the correct length necessary for her paper helicopter

What are their aspirations, attitudes and identity?



What content was covered?  
What is their prior knowledge?



**Was it an impactful event for participants?**  
75% of participants did not know what school subjects were needed to pursue an engineering career before the event.  
100% of young female participants felt that engineering could be an accessible career for them after taking part in the event.

# Discussion

- ▶ Think of someone who inspired you as a child (someone you read about, someone who spoke to you, a family member, a teacher, a famous person...)
  - ▶ What do you remember about what they said?
  - ▶ What do you remember about how you felt?
  - ▶ What did they do to engage with you?
- 
- 

# Share

Why do you want to design and deliver an outreach session for young children?

Why do you think these young children may listen or engage with you?





## 2. How to design and pitch your session?



# Tip 1: Start with them

- ▶ What do they already know about the University, the topic or concept you are going to introduce to them?
  - ▶ What can they relate to in their direct environment or day to day that is linked to this topic or concept?
  - ▶ What pre- or misconceptions do you think they may have?
- 
- 

# TOP TIPS

- ▶ Make direct comparison
- ▶ Be concrete



# Discussion

Using your ideas for your activity, discuss what you think the young children:

- ▶ May already know
- ▶ Their pre-conceptions
- ▶ What in their day-to-day might help them understand what you are trying to introduce to them



## Tip 2: be concise

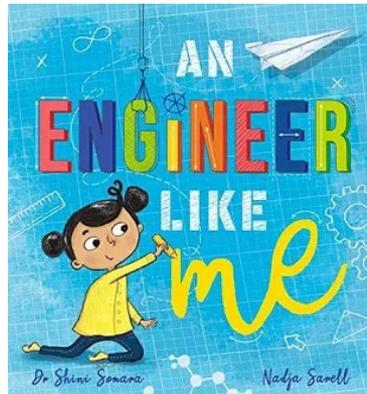
- ▶ Design an activity with the youngest ones in mind and add levels of complexity.
- ▶ Age = number of new words
- ▶ Age = attention span
- ▶ 1 or 2 concept per activity
- ▶ 1 idea introduced at a time / per slide

# Discussion

- ▶ What are the two key concepts you want the children to understand?



# Tip 3: Unpick the jargon



degree  
campus  
PhD



University

BEKEWCLJREHXUHNBM  
SNFGZVTMPHBPGGEE  
NTKMTUITIONFEESYT  
MRVWIRMUPAIRLDNYA  
HYPGFPSJFLERXEKWU  
ERYMHRKEDEGREEMCD  
XEPJYOVHNVSVNYWEA  
LQHARSFYHEOAWCOPR  
EUSEQPAPNYOZSLIEG  
RIZPLEQXSLRULUNGR  
URYTC CZNYPPAFPMAE  
TEEZDTRPAMYBSCGZD  
CMDYYUBPAJZIKRWGN  
EEVGUSVCHPEPAWUPU  
LNBPUORGLLESSURBX  
FTNUJLHJMXHACKKZU  
GSOSMFFCYXSBQKUTDR



 Define The Word	 Draw It!
 Make a List of Synonyms	 What Does it Remind You of?
 Use the Word in a Sentence	 Make a List of Antonyms

LOAN PROSPECTUS TUITION FEES BURSARY  
DEGREE LECTURE ENTRY REQUIREMENTS RUSSELL GROUP  
UNDERGRADUATE CAMPUS



# Discussion

- ▶ What are the new words you want the children to understand ?
- ▶ Are there anything in their direct environment related to these words?
- ▶ Could they have already used those words in other contexts?



A young girl with long dark hair is looking through a magnifying glass at a plant. The background is slightly blurred, showing other plants and a wooden shelf. The text is overlaid on the image in a bold, black font.

**3. How to engage with young children when delivering your session?**



# Tip 4: hook them right at the start



# Discussion

- ▶ Think of an object you could show the pupils to spark their imagination
- ▶ Think of what you could say or do that could surprise them or make them want to know more
- ▶ Think of what questions/challenge you could ask them?



# Tip 5: make it challenging and fun

- ▶ Tell them a story
- ▶ Tickle their imagination
- ▶ Take them on a journey
- ▶ Introduce some role-play
- ▶ Let them play



## Tip 6: Get them out of their seat!

- ▶ Ask them to use the concepts and words learnt and apply them to a “real-life” scenario
- ▶ Let them test their ideas and improve on them.
- ▶ Get them moving or changing position



# Discussion

- ▶ What story/ challenge can you build around your activity for them to take part in?
- ▶ What roles/characters could they play?
- ▶ What are you going to ask them to test and improve on?



# Tip 7: Make the learning explicit

- ▶ The children need to be clear about what they are learning but also about how you expect them to learn about it (success criteria)
- ▶ Use these success criteria to allow for peer feedback
- ▶ Summarise the learning at the end and put the emphasis on the skills rather than the outcomes.



# Discussion

- ▶ What are you hoping the children to achieve by the end of your session?
- ▶ What success criteria would your activity have?
- ▶ If you had to summarise the 3 learning points of your session what would they be?
- ▶ What are you hoping the children to have made by the end (outcome)?
- ▶ What skills and knowledge would you like the children to have achieved by the end? (objectives)



# 4. Safeguarding



# Discussion

- ▶ Why is safeguarding important for your role?
- ▶ What do you need to be aware of in your role?
- ▶ Where can you get training with the University?



# A range of circumstances

Figure 1. Life experiences<sup>abcdef</sup> in a class of 30 pupils (Image provided by the Centre for Mental Health).

One could have experienced the **death of a parent**<sup>a</sup>



Four could be living in **lone parent families**<sup>b</sup>



Five could have a **mental health difficulty**<sup>c</sup>



Five could be **living in absolute poverty**<sup>d</sup>



Seven may have ever **self-harmed**<sup>e</sup>



Eleven could have experienced **bullying**<sup>f</sup>



# Resources

- [M.L.Diebolt@warwick.ac.uk](mailto:M.L.Diebolt@warwick.ac.uk)
- WIE Learning Circles
- [safeguarding@warwick.ac.uk](mailto:safeguarding@warwick.ac.uk)



ANY  
QUESTIONS?

