



Who's Who?

SAW Trust guessing game

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Introduction

Growing up, I struggled to know what I wanted to be. I enjoyed creative subjects, but I never received the education about where my creativity could lead me; I had the assumption that a career in the arts would be challenging and I would spend my life in a shed where I would do all my work. On the other side of things, I also enjoyed science and understood that this could lead to an exciting career. However, I felt unwelcomed in science as I have no immediate family in STEMM, and my school syllabus only showed the 'stale, male, pale' scientists. So where did I fit in? With the quirky and exhausted artists, or with the plain male scientists?

I am a final year Environmental Sciences student at the University of East Anglia. I have paired up with the SAW Trust (SAW – Science, Art and Writing) to create a project that begins to break down the assumptions and stereotypes of what a career in science, art, and writing looks like.



Project host - Ro Procter

Who are the SAW Trust?

The SAW Trust (Registered charity no 1113386) is a science education charity that operates as a sustainable social enterprise. Based at the John Innes Centre, Norwich, SAW provides training and support to scientists in the design and delivery of novel engagement projects, primarily in schools. Scientists work with artists and writers to design and deliver cross-disciplinary workshops that use their research topic as the theme. The cross-disciplinary approach enables the scientist to view their research from a different perspective, work with professionals from different disciplines and offer an accessible form of outreach activity. It also takes on commissions to develop exhibition stands and written materials for schools.

Project intentions

The project is intended to promote the diversity of people and roles within STEMM and the arts. In this, I acknowledge that due to limitations in time, I have not managed to expand the participants to promote a full diversity of people in these careers. My hopes are that this may act as another stepping stone to empower pupils to feel that they can pursue a career in their own desires, no matter their skills, background, or attributes.

I have created the project with class engagement in mind. As outlined in the lesson plan below, I have provided opportunities throughout the lesson for the class to engage and share their own ideas of what a scientist, artist or writer looks like and their learnings from the activity afterwards.

Make this project your own!

I've introduced as much flexibility as I can into the project. I have intentionally left a lot of the lesson plan vague to be left open to your teaching style, and I have highlighted anything that is optional. The project is also 'virtual friendly', meaning that it can be sent out to pupils at home to access in their own time.

Project feedback will be sourced from the worksheets. I have also included a teacher feedback sheet (optional) as any additional feedback from you would be gratefully appreciated.

Lesson plan

Activity running time is 30 to 45 minutes (20 minutes for video + 10 to 25 minutes for class discussion)

The resource pack contains:

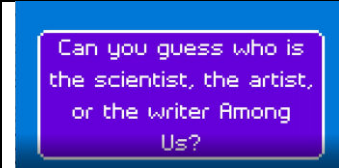



- Project video – accessed via this link (Vimeo): <https://vimeo.com/551918464>
 - Found also by searching for ‘Who’s Who? SAW Trust guessing game’ on Vimeo
- A copy of the worksheet to be provided to the students. Students could work independently, although we suggest small groups of around 5/6 would work best.
- Teacher feedback sheet

Lesson outline






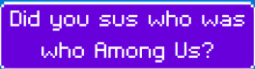
1. Introduce the activity (fill out ‘What is a... Scientist/Artist/Writer’ table 1)
 - See worksheet structure below for guidance.
2. Play video (fill out all character profiles as video progresses)
 - NOTE: Pupils have the option to make notes in the worksheet for questions 2-4, where the guests will be answering questions about their jobs. This can be done if desired to help consolidate the information from the clues, however I understand that not all pupils need/want to make notes so this optional.
3. Conduct after video discussion (fill out ‘What is a... Scientist/Artist/Writer’ table 2)
 - See worksheet structure below for guidance on how to close the session.
4. (Optional) Submit completed worksheet (guidance below) and teacher feedback.

Video and worksheet structure guidance:

- Video structure

	<p>START SLIDE</p>
	<p>Audio description of first task Pupils will be prompted to circle Scientist/Writer/Artist on the worksheet for each of the following guest based purely of the short introduction videos.</p>
	<p>Very short video of the presenter saying hi – this is to allow for initial guesses based on appearance.</p>
	<p>Three second interlude slide to allow for pupils to circle Scientist/Writer/Artist on worksheet.</p>

The section above highlighted in yellow will repeat six times for each mystery guest	
QUESTION 2	<p>Audio description of first clue</p> <p>Each of the six guests will take it in turn to answer the question of '<i>Is experiementing an important part of your job?</i>' (as sampled below) – pupils are prompted in audio description to make notes in the worksheet under this heading.</p>
	Each guest will answer the question ' <i>Is experiementing an important part of your job?</i> ', revealing small clues about what they do.
	Short 3-second interlude slide.
The section above highlighted in blue will repeat six times for each mystery guest	
QUESTION 3	<p>Audio description of second clue</p> <p>Each of the six guests will take it in turn to answer the question of '<i>Do you work on your own or in a team?</i>' (as sampled below) – pupils are prompted in audio description to make notes in the worksheet under this heading.</p>
	Each guest will answer the question ' <i>Do you work on your own or in a team?</i> ', revealing small clues about what they do.
	Short 3-second interlude slide.
The section above highlighted in yellow will repeat six times for each mystery guest	
QUESTION 4	<p>Audio description of third (and final) clue</p> <p>Each of the six guests will take it in turn to answer the question of '<i>Do you wear a uniform for work?</i>' (as sampled below) – pupils are prompted in audio description to make notes in the worksheet under this heading.</p>
	Each guest will answer the question ' <i>Do you work on your own or in a team?</i> ', revealing small clues about what they do.
	Short 3-second interlude slide.
The section above highlighted in blue will repeat six times for each mystery guest	

	<p>Audio description of next task</p> <p>Pupils are again prompted to circle Scientist/Writer/Artist on the worksheet for each of the following guests, but this time, will use the information they collected from the clues to deduce their answers.</p>
	<p>Prompt for teacher to pause the video</p> <p>Pause the video here to allow for pupils to reflect upon the videos and their notes to determine their second guess. <u>Optional</u>; have a class discussion on each of the guests to help pupils to share their guesses and reflect on their findings.</p>
	<p>Short slide to introduce the reveal</p>
	<p>[Caption says whether the guest is a scientist/artist/writer]</p> <p>Video from guest reveals their career and explains a bit more about what they do. Some videos also have the guest talking about their favourite thing about the career or an assumption that is made about it.</p>
	<p>Short 3-second interlude slide.</p>
<p>The section above highlighted in yellow will repeat six times for each mystery guest</p>	
	<p>END SLIDE</p>

- Worksheet structure

<p>Page 1</p> <div style="text-align: right; background-color: orange; color: white; padding: 2px; font-weight: bold;">Complete before video</div> <p>What is a...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; background-color: #d9e1f2;">Scientist</th> <th style="width: 33%; background-color: #fce4d6;">Artist</th> <th style="width: 33%; background-color: #e2efda;">Writer</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Scientist	Artist	Writer				<p>TO BE COMPLETED FOLLOWING ACTIVITY INTRODUCTION</p> <p>Pupils are to fill out each section (this does not have to be long or nicely presented!) with their ideas and assumptions of a scientist, artist and writer (now referred to as s/a/w).</p> <p>(Optional) Prompt questions:</p> <ul style="list-style-type: none"> • What do you think a s/a/w looks like? • Can you tell me any s/a/w you know (real or fictional)? • What does a s/a/w do? • What's the best thing about being a s/a/w? • What's the hardest thing about being a s/a/w? 																														
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<p>Page 2</p> <p>Question 1: Is the mystery guest a scientist, an artist, or a writer? CIRCLE your guess below</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Guest 1: Mike</td> <td>Guest 2: Rebecca</td> <td>Guest 3: Heidi</td> <td>Guest 4: Tom</td> <td>Guest 5: Chris</td> <td>Guest 6: Shannon</td> </tr> <tr> <td>SCIENTIST ARTIST WRITER</td> <td>SCIENTIST ARTIST WRITER</td> <td>SCIENTIST ARTIST WRITER</td> <td>SCIENTIST ARTIST WRITER</td> <td>SCIENTIST ARTIST WRITER</td> <td>SCIENTIST ARTIST WRITER</td> </tr> </table> <p>Question 2: Is experimenting an important part of your job? WRITE or DRAW any notes below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Guest 1: Mike</td> <td>Guest 2: Becky</td> <td>Guest 3: Heidi</td> <td>Guest 4: Tom</td> <td>Guest 5: Chris</td> <td>Guest 6: Shannon</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Question 3: Do you work on your own or in a team? WRITE or DRAW any notes below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Guest 1: Mike</td> <td>Guest 2: Becky</td> <td>Guest 3: Heidi</td> <td>Guest 4: Tom</td> <td>Guest 5: Chris</td> <td>Guest 6: Shannon</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Guest 1: Mike	Guest 2: Rebecca	Guest 3: Heidi	Guest 4: Tom	Guest 5: Chris	Guest 6: Shannon	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	Guest 1: Mike	Guest 2: Becky	Guest 3: Heidi	Guest 4: Tom	Guest 5: Chris	Guest 6: Shannon							Guest 1: Mike	Guest 2: Becky	Guest 3: Heidi	Guest 4: Tom	Guest 5: Chris	Guest 6: Shannon							<p>TO BE COMPLETED DURING VIDEO</p> <p>Question 1 – Pupil to circle s/a/w depending on their guess after watching 'Introduction' clip (i.e. during the first prompted pause)</p> <p>Question 2-3 – pupils are encouraged (but not mandatory) to make notes (written or drawings) on each clue for each guest.</p>
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	<ul style="list-style-type: none">• Is there anything you have learnt about a s/a/w that interest you? <p>Reflecting upon this discussion, children can then to fill out the table about their ideas of a s/a/w after watching the video.</p>
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Feedback

We are extremely grateful to receive feedback on any of our projects as this helps us to develop, grow and produce resources that are more valuable to you. Feedback for this project would be greatly appreciated and can be submitted in a few ways; by providing images/photos of the completed worksheets, filling out the teacher feedback form and supplying any general comments or suggestions.

Contact details

Please contact Jenni Rant (SAW Trust) on jenni.rant@jic.ac.uk if you have any queries or feedback.

Acknowledgements

Special thanks to all those who took part in the project; Shannon Woodhouse, Tom McLean, Heidi Williamson, Becky Tough, Chris Hann and Mike O'Driscoll.

Pupil worksheet

Table 1

Complete before video

What is a...

Scientist	Artist	Writer

Question 1: Is the mystery guest a scientist, an artist, or a writer? CIRCLE your guess below

Guest 1: Mike	Guest 2: Rebecca	Guest 3: Heidi	Guest 4: Tom	Guest 5: Chris	Guest 6: Shannon
SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER	SCIENTIST ARTIST WRITER

Question 2: Is experiementing an important part of your job? WRITE or DRAW any notes below

Guest 1: Mike	Guest 2: Becky	Guest 3: Heidi	Guest 4: Tom	Guest 5: Chris	Guest 6: Shannon

Question 3: Do you work on your own or in a team? WRITE or DRAW any notes below

Guest 1: Mike	Guest 2: Becky	Guest 3: Heidi	Guest 4: Tom	Guest 5: Chris	Guest 6: Shannon

Table 2

Complete after video

What is a...

Scientist	Artist	Writer

Teacher feedback sheet

(Optional)

Teacher Feedback Sheet

This is completely optional however any additional comments you can provide, either through this feedback sheet or directly written in the email response, will support my coursework analysis for this university collaboration project. Thank you.

Did you personally learn anything from the activity video? Was there anything that surprised you?

Is the activity correctly targeted at your class and their level of understanding? Why or why not?

Was there any interesting points or ideas that were brought up in class discussions?

What did you like about the activity?

What could be improved about the activity? What was it missing?