



June 2021 to July 2022

The '101 Jobs That Change The World' campaign, instigated by UKRI, highlights the many roles that contribute to research and innovation. This Zone complemented the campaign and enabled students to connect with people in those careers. Running from 7 June 2021 to 15 July 2022, **students discussed a broad range of topics** with participants in Live chats and **65% of follow-up questions focused on Careers and Education**.

Although the Zone started off slower than anticipated, likely due to continuing pressures of the Covid-19 pandemic, it was very popular throughout the summer term. Unfortunately, the availability of participants resulted in Chats not being able to take place. In June, 9 Chats had to be provided by participants from other June activities.

Key activity figures

	Zone
Students logged in	938
Students active	79%
Schools	30
Participants	17
Live Chats requested	77
Live Chats taken place	46
Lines of live Chat	14,206
Average lines per live Chat	309
Questions asked	179
Questions approved	109
Answers given	82
Page views	19,537
Page visits	2,823

Who took part?

938 students from 30 schools across the UK logged into the Zone and connected with 17 participants. You can see who took part at 101jobs.org.uk/everyone

82% of active students were from priority schools: 56% from underserved schools and 45% from widening participation schools.

Activity

46 live chats took place during the activity having been booked by school teachers for their classes.

23 further Chats were cancelled by the teacher or the school didn't attend without cancelling.

There was 1 live Chat where teachers asked questions on behalf of their students. It is also common for students to share login details or computers during live chats. Therefore, the number of students reached will be higher.

Students asked 179 follow-up questions of which 109 were approved and 44 were duplicates. 26 questions were off topic and therefore not passed to participants to answer.



School activity

Students from 30 schools across the UK participated in the Zone. In addition to live chats booked by teachers, there was one session open to all students.

School	Students logged in	Active users	Chats attended	Chat lines (total)	Chat lines (per user)	Questions approved
Robert May's School, Hook (U)	75	75	2	1,435	19	11
The Holmesdale School, Snodland (WP/U)	80	67	4	625	9	0
Hornsey School for Girls, London (WP)	77	57	2	909	16	3
Westbourne Academy, Ipswich (WP/U)	57	56	3	734	13	3
Pixies Hill Primary School, Hertfordshire (U)	61	54	4	478	9	5
Westfield Primary School, Radstock (WP)	52	52	2	710	14	0
Harris Girls' Academy East Dulwich, London (WP)	46	36	2	630	18	8
Beaulieu Convent School, Jersey (U)	69	34	1	135	4	12
Winstanley College, Wigan (U)	43	31	2	140	5	7
Frisby Church of England Primary School, Melton Mowbray	33	30	1	318	11	0
The Holy Cross School, New Malden (U)	31	28	1	360	13	0
St Bridget's Primary School & Nursery Class, Glasgow City (WP)	28	27	1	417	15	0
Garforth Academy, Leeds	28	26	1	328	13	0
The Compton School, London	27	25	1	302	12	1
Turves Green Girls' School, Birmingham (WP/U)	21	21	1	228	11	0
Colne Community School and College, Colchester	18	19	1	58	3	16



South Wilts Grammar School, Salisbury (U)	32	15	2	50	3	3
Immanuel and St Andrew Church of England Primary School, London	15	15	1	419	28	1
Bury Grammar School, Bury	15	13	1	19	2	21
Arbroath High School, Angus (U)	17	12	1	167	14	0
Somervale School Specialist Media Arts College, Radstock (U)	15	12	1	75	6	0
Aylesbury High School, Aylesbury (U)	10	11	1	95	9	3
Towers School and Sixth Form Centre, Ashford (WP)	11	11	1	170	16	0
Kenmont Primary School, London (WP)	11	9	1	249	28	1
Lynn Grove Academy, Great Yarmouth (WP/U)	8	8	0	0	0	11
All Hallows Catholic High School, Preston	11	8	1	37	5	0
Brentwood Ursuline Convent High School, Brentwood (U)	3	4	1	35	9	0
St Margaret Ward Catholic Academy, Stoke-on-Trent	7	4	1	37	9	0
Sir Harry Smith Community College, Peterborough (U)	2	3	1	42	14	0
Kepier, Houghton le Spring* (WP)	0	1	2	2	2	0

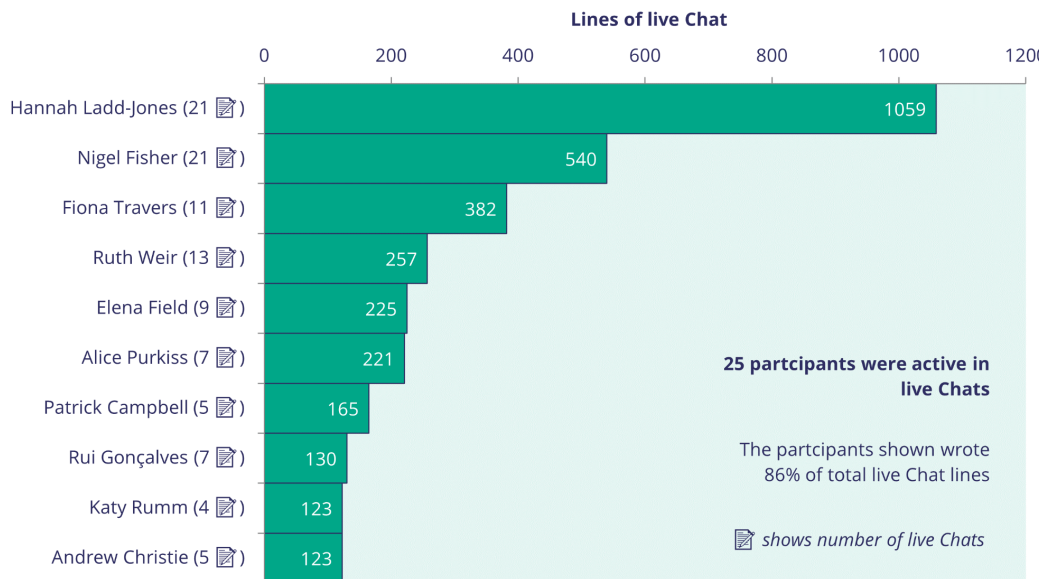
* In these chats teachers typed questions on behalf of their students, with the chat displayed on a screen.

We want to increase the participation of under-represented groups. Find out what we mean by under-served (U) and widening participation (WP) schools, and how you can support us in working with more of these: about.imascientist.org.uk/under-served-and-wp

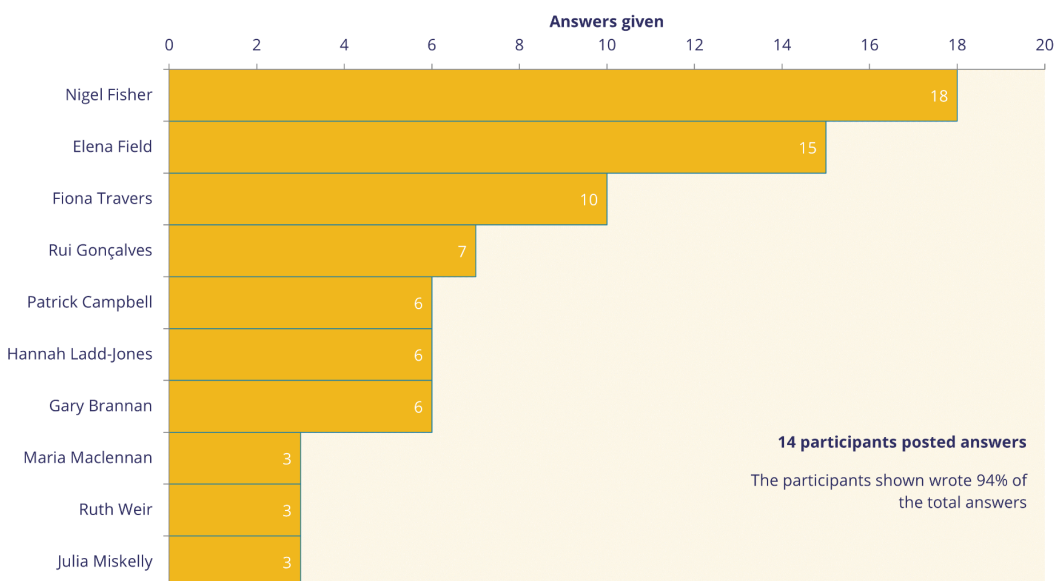
Participant activity

During the Zone the participants interacted with students by writing 3,734 lines of live Chat, and providing 82 answers to 109 posted questions. Prior to the summer term, the average number of participants per live Chat was 4. Following the summer term, this average was reduced to 2.

10 most active participants in live Chats



10 most active participants in posting answers





Good engagement

Conversation about the participants careers can provide insight into how variable careers can be and what students may need to do to get there.

Student 1: What do you do as a chef?

Katy (participant): Hi. I am cooking for the scientists in Antarctica. I make 3 meals a day, including fresh bread

Student 1: cool. Is it easy to cook bread?

Katy (participant): Yes, it is very easy and satisfying. It can take a bit of time, so you need to be organised. Do you like to cook?

Student 1: Yes it's so fun

Katy (participant): Yeah, I agree, it is really fun. What is your favourite thing to cook?

Student 1: Cake is fun

Katy (participant): Wow I am very impressed. Do you cook at home and or school?

Student 1: home with my mum

Katy (participant): Super. My mum taught me to cook too.

Student 1: What would you say to the younger generation that are interested in the jobs you do?

Hannah (participant): There are so many jobs in science, and not all of them involve you doing stuff in the lab but all of them are equally important. Working in science is very fulfilling and good fun :) just because you aren't good at one subject now doesn't mean you won't be later on.



Teacher: My students would like to know what kind of old things you look after?

Gary (participant): Hello! In terms of years, we cover original documents that date between about the mid 11th century to the present day. We have times from chocolate factories, medieval church documents, scientific collections and more

Teacher: And what do you do with them?

Gary (participant): We make them available and help people use them - so that could be making digital copies, new projects using the information in them, or just for fun. It's about stimulating curiosity!

Subject specific questions can help generate interest and knowledge about the scientific field.

Student 1: What is an Agronomist?

Andrew (participant): Someone who checks crops for disease and pests and advises on plant protection and fertilisers to help the farmer

Student 1: How cool

Student 2: Are there good biological ways to tackle pests or do lots of farms still use pesticides?

Andrew (participant): Yes, we study lots of alternatives to pesticides and using the plant's own defences to protect from disease

Pesticides are still useful, everything we have now is all tested and safe for food supply. The UK is a world leader in this.

Student 1: What is genomics?

Julia (participant): Genomics is understanding/unravelling the genetic code. I.e. what makes humans humans and plants plants. Studying DNA and what influences it in the cell

Student 1: Thank you



Connecting with participants over shared interest and learning that they are “regular people” can help students relate to them. This makes it easier for students to see themselves in science-related careers.

Ruth (participant): What interests you outside of school?

Student 1: I like sports!

Julia (participant): Me too - running!

Ruth (participant): Amazing! Me too, sport science is an area you can specialise in. There are lots of jobs helping athletes - for example physiotherapists, psychologists, nutritionists, exercise coaches

Student 1: My friend who is with me likes gymnastics and I play rounders, tennis and netball!

Cool! We're not very good at science tho

Ruth (participant): I totally get it! It can be hard when you have to study the parts that don't interest you.

Student 2: I'm also really interested in sports. What would you study to do that sort of stuff?

Ruth (participant): Definitely biology, possibly chemistry

Student 1: What do you do in your spare time?

Hannah (participant): I rock climb in scottish mountains and do a fair bit of hiking and camping.

Albane (participant): I love hiking and bring my dog with me. I also like horse riding and the UK is a great country for that

Student 1: Oh great! What dog do you have?

Albane (participant): I have 3 pets, 2 dogs and a cat. The one I bring hiking with me is an English setter



Feedback

You forget how little contact students get from “real” scientists. Living in Oxford you take it for granted. For a lot of students this is a fantastic glimpse into another world.

Nigel Fisher (participant)

Thank you so much for your time and all your great answers. We have learned a lot this morning and you've given us lots to think about :)

Teacher

The students at my school don't often get “real world” opportunities. Taking part has been a real eye-opener for some of my kids and made them think differently about how relevant STEM is.

Teacher

This has been an amazing experience and I really thank you all for taking my questions and answering them.

Student