I'm a Scientist,
Get me out of here:

2025 RSC Funding Summary Report

January 2026

Mangorolla CIC

ROYAL SOCIETY OF CHEMISTRY

Background

I'm a Scientist, Get me out of here **(IAS, imascientist.org.uk) is an online, student-led, public engagement project that gives school students across the UK authentic interactions with scientists and other STEM professionals.**

Scientists create profiles on the website and engage directly with school students through real-time, text-based chats, and answering posted follow-up questions. Students ask questions about whatever they want; questions about careers, research, as well as their wider interests and lives outside of work.

Through taking part, students engage with STEM professionals from a diverse range of backgrounds, disciplines, and industries. They get to see scientists as ordinary people with hobbies, interests, pets, and families. They learn about STEM careers and opportunities in higher education, while seeing how what they learn in school relates to the world around them.

IAS is part of the *I'm a... Programme* (IAP), a series of public engagement activities including:

- *I'm an Engineer, Get me out of here* (IAE, imanengineer.org.uk)
- *I'm a Mathematician, Get me out of here* (IAM, imamathematician.uk)
- *I'm a Computer Scientist, Get me out of here* (IACS, imacomputerscientist.uk)
- *I'm a Geographer, Get me out of here* (IAG, imageographer.uk)

In 2025 the Royal Society of Chemistry (RSC, rsc.org) funded the IAP to engage students with the chemical sciences. This report is a summary of the activity, interactions and impact of the RSC funded scientists, with additional details of activity of RSC members who took part under other funding.

Contents

Summary

- **41 RSC funded scientists actively took part in 2025**
    - An additional 44 RSC members took part funded by other partners
- **RSC funded scientists took part in 281 chats**
- **We estimate that more than 6,000 students from 163 schools took part in chats with RSC funded scientists**
    - 76% of participating schools were priority schools
- **Taking part has a positive impact on scientists[1]**
    - 70% reported increased skills communicating with lay audiences
    - 67% reported increases in confidence in, and 63% in enthusiasm for communicating with lay audiences
    - 68% reported increased interest in future public engagement activities
- **96% of scientists[1] and 94% of teachers[1] would recommend the activity**
- **Taking part supports students' science capital and provides opportunities for whole class engagement[1]**
    - 89% of teachers report the activity to be 'extremely' or 'very effective' for developing awareness of STEM careers
    - 86% found it effective for challenging stereotypes about STEM professionals
    - 84% found the activity effective for helping students see how STEM relates to the world around them
    - 82% found the activity effective for improving students' confidence in asking questions about STEM

[1] Based on survey responses from participants across the *I'm a... Programme* including participants funded by RSC and other partners.

Themes

Participating scientists are invited to select the themes appropriate to their work and research, and are then invited to take part in chats on those themes. In addition, scientists are invited to take part in chats on ***General Science***, ***STEM Careers***, and other broad themes including a theme for ***British Science Week*** run in March each year which acts as a general science theme; and a Chemistry Week theme in November.

List of Chemistry themes

- ***Chemistry (General)***
- *Inorganic Chemistry*
- *Organic Chemistry*
- *Physical Chemistry*
- *Atomic Structure*
- *Batteries*
- *Chemical Reactions*
- *Collision Theory and Rates of Reaction*
- *Detection and Measurement*
- *Earth*
- *Electricity*
- *Elements, Compounds, and The Periodic Table*
- *Energy*
- *Energy Changes*
- *Environment*
- *Food Production*
- *Forensics*
- *Health and Safety*
- *Imaging*
- *Manufacturing*
- *Materials*
- *Meteorology, Atmosphere, Climate, and Weather*
- *Nanotechnology*
- *Nuclear*
- *Particles and Matter*
- *Plastics and Polymers*
- *Renewable Energy*
- *Spectrometry and Spectroscopy*
- *States of Matter*
- *Structure and Bonding*

Participants and activity

Summary of activity

	Activity, and chats attended by RSC members			Activity in Chemistry themed chats[2]
	RSC funded members	RSC members with other funding	All RSC members	
RSC members given access	**62**	74	136	-
RSC members actively participated	**41**	44	85	82
Schools engaged in chats	**163**	161	227	27
Student accounts engaged in chats	**4,414**	4,267	7,110	569
Estimated true students engaged in chats [3]	***6,180***	*5,974*	*9,954*	*797*
Chats booked	**305**	301	498	43
Chat invitations received	**3,903**	4,336	8,239	2,043
Chats took place	**281**	278	458	35
Interactions [4]	**402**	384	786	176
Lines of chat	**53,937**	49,903	86,222	5,636

[2] Participant counts for *Chemistry* themed chats reflect total participants including both RSC members and non-members

[3] Many students take part in pairs, or share computers or tablets; the estimated true number of students engaged is the students engaged (i.e. student accounts active in a chat) multiplied by 1.4

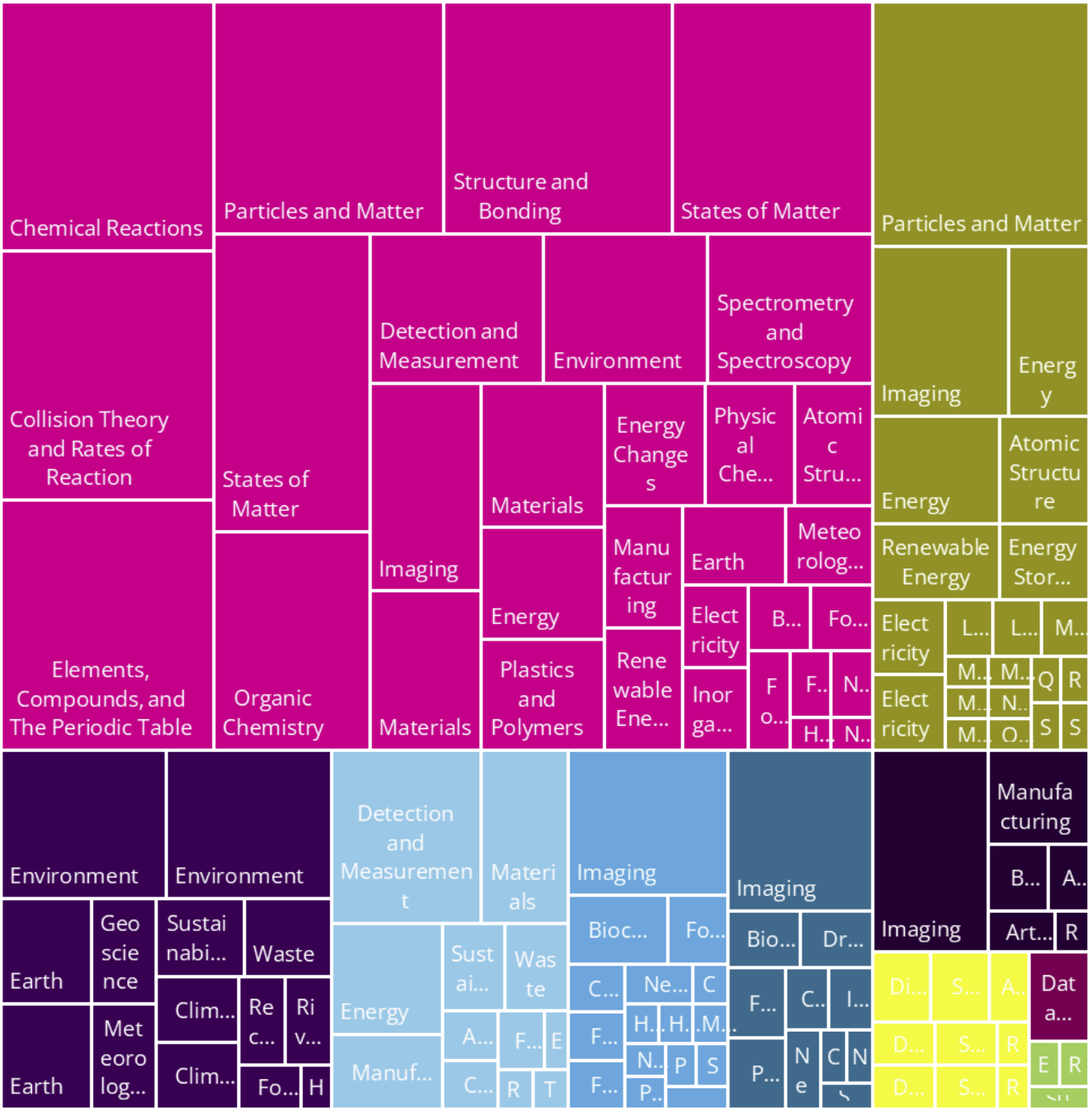
[4] Total instances of a scientist attending a chat

Participating RSC scientists

Themes represented by RSC scientists

In the charts below, the size of the box is proportional to the number of RSC funded scientists representing each theme.

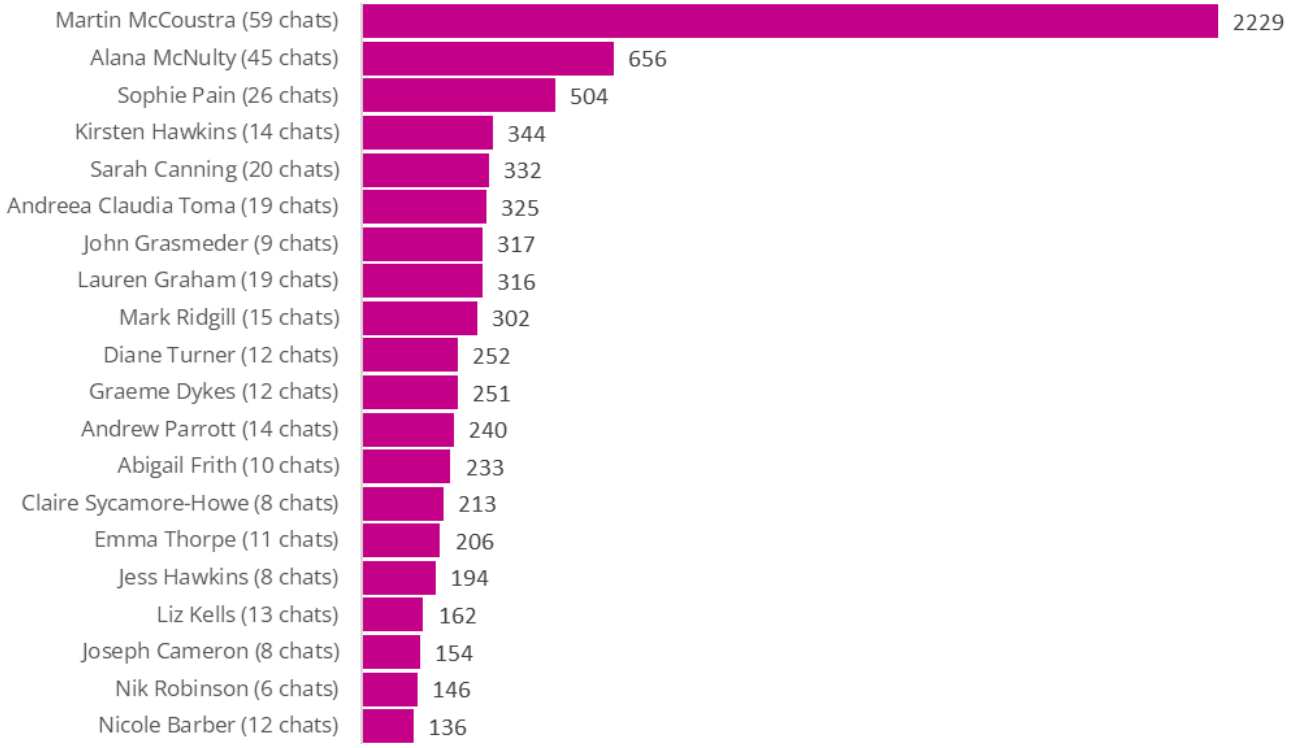
Most commonly, RSC scientists represented *Chemistry* themes, followed by *Physics*, and *Earth and Environmental Sciences*.



Chemistry themes · Physics themes · Earth and Environmental Science themes · Engineering themes · Biology themes · Health themes · Technology themes · Computer Science themes · Maths themes · Geography themes

Scientist activity

The charts below show activity in chat and follow up questions/comments of RSC funded scientists.

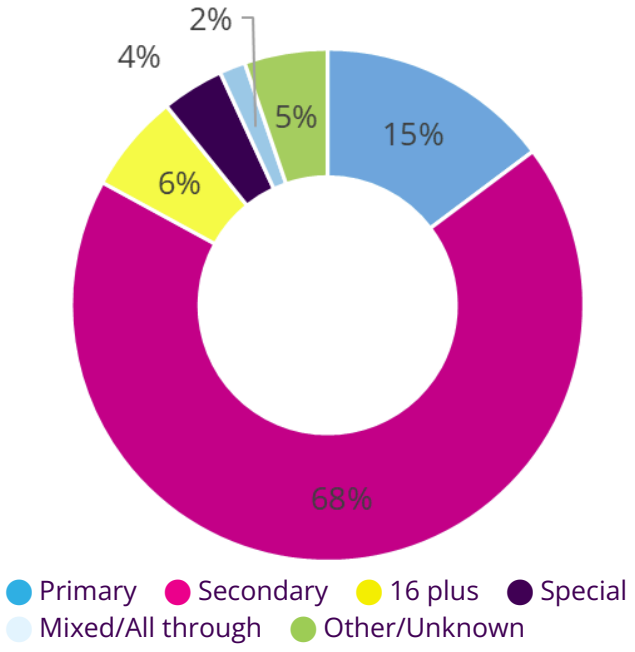


The average scientist attended 7 chats writing 110 lines. The participants shown wrote 89% of the chat lines during the year for RSC funded scientists.

Schools

School phase

55% of schools that took part in chats with RSC funded scientists were secondary schools.

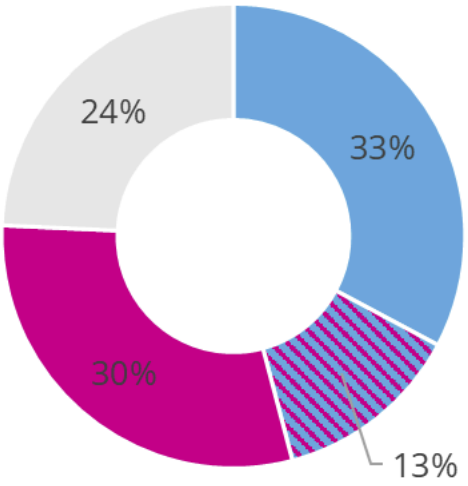


Widening participation and distant schools

We prioritise opportunities for widening participation (WP) schools[5], and schools distant from major research HEIs[6]. Teachers at these schools are offered additional support, and earlier booking for chats.[7]

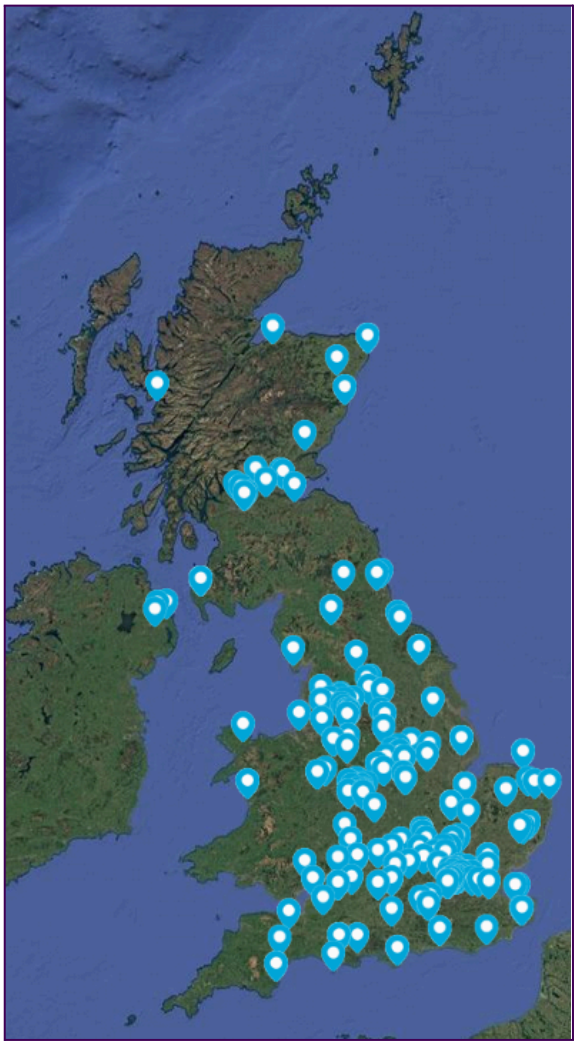
76% of schools participating in chats with RSC funded scientists were priority schools:

- 50% of schools were widening participation schools
- 45% were distant from HEIs



- Schools with high WP quintiles
- Schools distant from HEIs with high WP quintiles
- Schools distant from HEIs
- Non-priority schools

Locations of participating schools



Map: Locations of schools with chats attended by RSC funded scientists

[Map imagery: ©2026 NASA]

[5] We define a priority widening participation school as one with a high proportion of students (quintiles 4 and 5) receiving Free School Meals, or Pupil Premium; or living in the most deprived areas in the Scottish Index of Multiple Deprivation (SIMD). Additionally, FE colleges, SEND schools, and PRUs are considered priority schools.

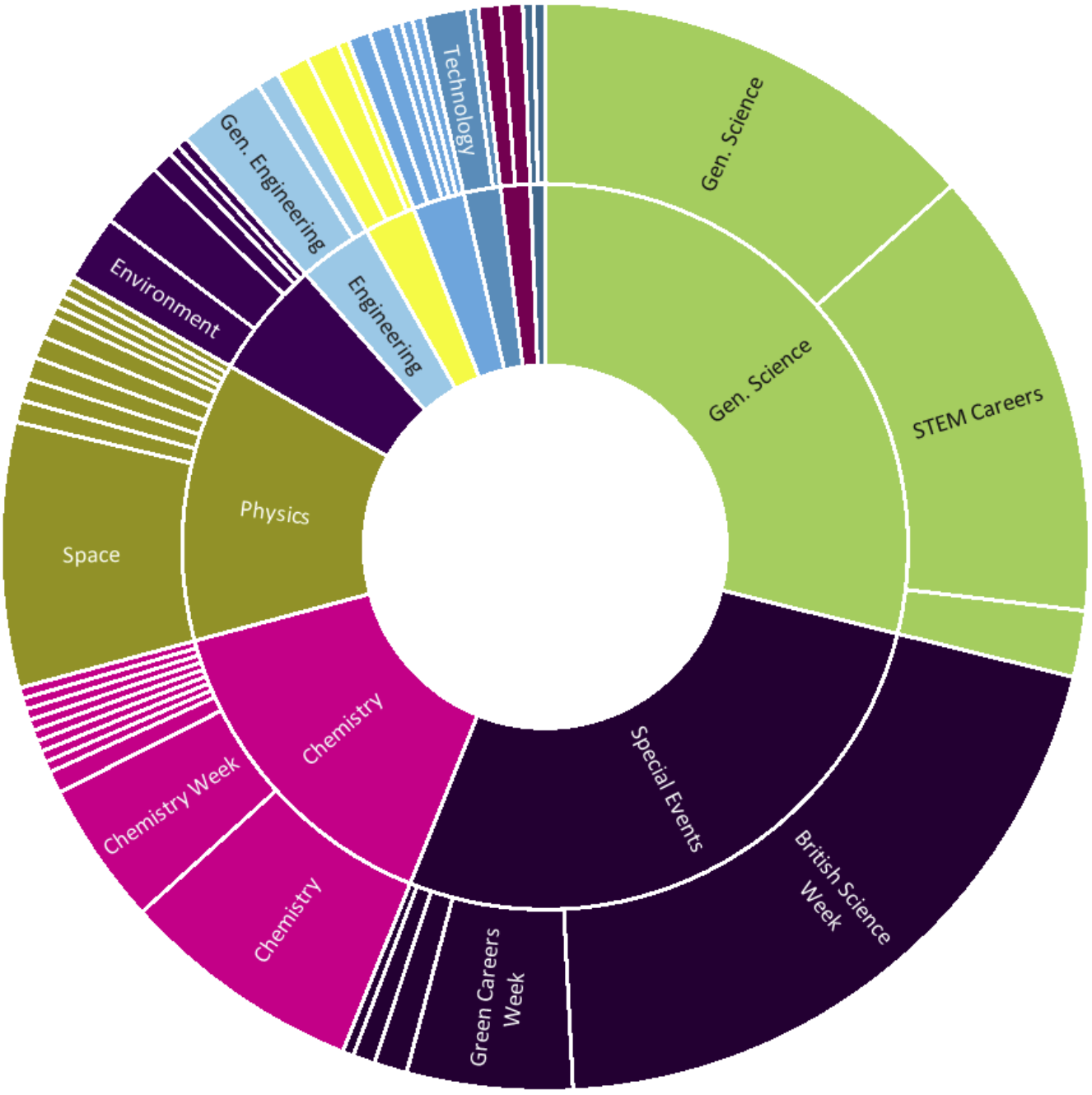
[6] Schools more than 30 minutes from their nearest major research HEI are half as likely to receive a visit from a scientist as those within 15 minutes travel time. State schools more than 30 minutes from a HEI are priority distant schools. See: about.imascientist.org.uk/2017/school-engagement-in-stem-enrichment-effect-of-school-location/

[7] Read more about how we prioritise schools: about.imascientist.org.uk/widening-participation-prioritising-places-for-schools/

Chats

Themes of chats attended by RSC funded scientists

In the chart below, the size of the box is proportional to the number chats in each theme, grouped by theme branch.[8]

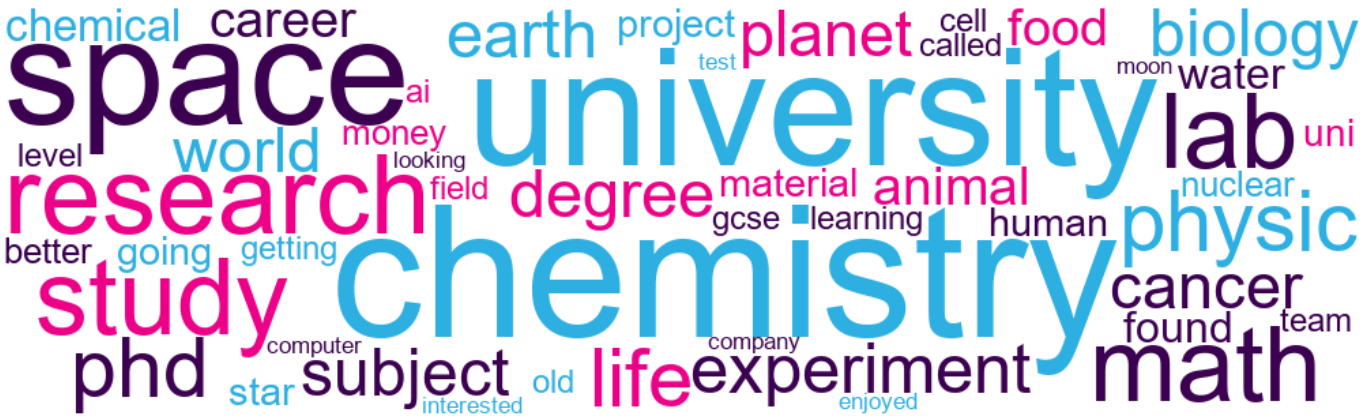


General Science themes · Chemistry themes · Special event themes
Earth and Environmental Sciences themes · Physics themes · Computer Science themes
Biology themes · Health themes · Engineering themes · Maths themes · Technology themes

[8] *Chemistry*, *Biology,* etc chats booked under the *General Science* branch have been included in the counts for the respective branches. *Chemistry Week*, and *Maths Week* chats are included in the *Chemistry*, and *Maths* branches respectively, rather than the *Special Events* branch under which they were booked.

Discussion topics in chats

Common topics in chats attended by RSC funded scientists



Examples of good engagement

As part of a *Chemistry Week* chat, students explored solar cell production in Scotland and learned about the scientist's role in developing more sustainable solar cells, supporting awareness of careers in renewable energy and materials chemistry.

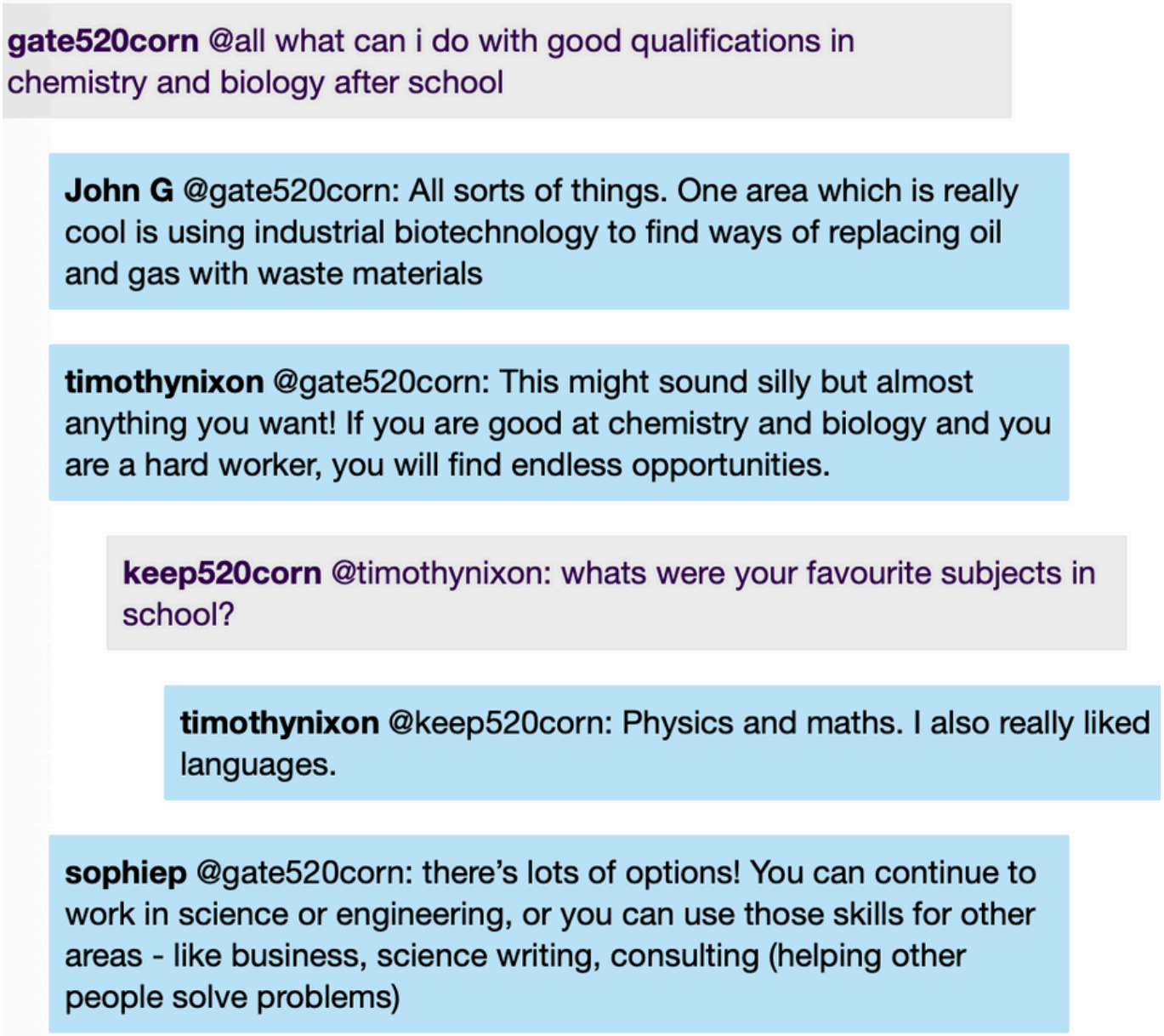
robertss25 @sophiep: how many solar cells are made a year in Scotland? Bryce

sophiep @robertss25: Great question! 1 billion solar cells were made last year in the whole world! Not many are made in the UK or Scotland, but some are made in Europe

robertss25 @robertss25: What are you looking to change in solar cells?

sophiep @robertss25: I want to work out how we can recycle them better. Solar cells are great and give us lots of electricity, but eventually they do get old and have to be replaced with new ones. I work on trying to recycle them so we can use the materials again!

In a *Renewable Energy* themed chat, in response to a question about post-school options in Chemistry and Biology, the scientists emphasised the breadth of career opportunities and shared their own subject preferences, supporting students' awareness of diverse chemistry-related career pathways.



In response to a question about post-school routes into science, the scientists promoted multiple pathways, including degrees and apprenticeships, supporting awareness of flexible routes into chemistry and other science careers.

gate520corn what do you recommend someone should do after school if they are looking to go into a field of science

modlynne @gate520corn: Great question for @all

John G @gate520corn: You don't need a science degree to become a scientist. Many of my colleagues started out as apprentices after leaving school and became scientists while they were working for us. Curiosity is the most important asset you could have. On top of that I'd make sure that you have good mathematics skills if you are going into some science areas. Everyone learns differently... find your way of learning. One of the best is to learn by doing... If you are interested in science and prepared to learn and do a good job, it's easy. You can start as an apprentice or you can get a degree at university, there are lots of options.

timothynixon @gate520corn: Have a think about what you enjoy. I loved physics at school and wanted to work in the outdoor. That was how I chose what to study at uni.

nicolebarber @gate520corn: It is up to you really. You could decide to go to university to study sciences further if you enjoy learning. Or you could find an apprenticeship based on science and learn science whilst also working. There are benefits to both.

In a *Green Careers* chat, professionals discussed their motivations, achievements, and challenges, while the student connected their own interests in science and art, supporting awareness of diverse pathways in STEM and related careers.

In response to a question about whether being a scientist is fun, the professionals emphasised problem-solving, travel, collaboration, and impact, supporting students' awareness of engaging careers in chemistry.

axes520tref is it fun being a scientist

lukenorman @axes520tref: It is so fun, I'm very lucky to get to do what I do and have lots of fun along the way. Do you find science fun

axes520tref @lukenorman: yes, it sounds really sick to be able to help the country

lukenorman @axes520tref: It sure is, if making a difference to the world is important to you, then being a scientist is a great way to do that! But if you just want to have fun with science, that is cool too

sophiep @axes520tref: It is! I get to meet lots of interesting people, travel to different countries and work on challenging but interesting problems

axes520tref @sophiep: WOW THAT SOUNDS AMAZING

sophiep @axes520tref: Thanks! Do you enjoy science?

axes520tref @sophiep: YES ALOT

Feedback and impact

Participant feedback

Feedback from scientists, engineers, computer scientists, mathematicians, and geographers

Participants are invited to complete a feedback survey in June and December each year. The following data and comments comprise feedback from the December 2025 survey, and includes responses from RSC funded participants as well as those funded by other partners.

Comparison with other public engagement activities

Participants completing a feedback survey for the first time since 2024 were asked to compare their experience in IAS (etc) with other public engagement activities in which they have been involved.

Participants consistently described the *I'm a... Programme* as a distinct and valuable contrast to more traditional public engagement activities; typically in-person, presentation-led, and often time inflexible. The online, text-based Q&A format was appreciated for being accessible, flexible, and easy to integrate into work schedules; with no travel, minimal preparation, and short 30-minute sessions. Many participants highlighted the benefits of anonymity and chat-based interaction in encouraging wider student participation, enabling more confident questioning, and giving students greater control over the direction of discussions. The programme was also seen as enabling broader reach, particularly to schools and young people who might not otherwise have opportunities to engage directly with STEM professionals.

Some participants did note some limitations when compared with face-to-face engagement, including limited opportunity for deeper exploration, and some missed the use of visual aids, or hands-on elements. Overall, however, participants report the programme to be a well-organised, inclusive, and efficient model of public engagement that complements more traditional approaches, offering high impact for relatively low time and resource investment.

> *Compared to other public engagement I've done, the I'm a... Programme was much more interactive and conversational. Instead of a one-off talk, presentations, or conference, it involved ongoing discussions with young people, which made it feel more engaging and responsive. The online format also seemed to help students feel more comfortable asking questions. Overall, it felt more like a two-way conversation than traditional outreach activities.*
>
> Dr Paul Preston

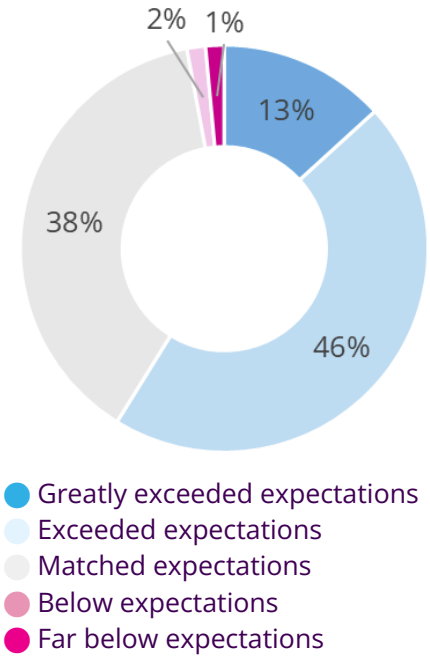
I love the I'm a... Programme. It's so engaging and you get some really interesting questions from the students that sometimes make me question how I look at things too. It's been really good in terms of improving my own science communication too - chatting to A level students is very different to primary school students so it's great having to be flexible and adapt and talk about my job in different ways. Alana McNulty	*I'm a... is very different to any other type of Sci comms that I have done. I have done mostly in person events, both presentations and activities within schools, youth groups and public events. I think (although of course I can't see into the classroom) I'm a... is much better suited to getting a wider range of students involved than my in person sessions due to the anonymous function. It certainly would have helped when I was a pupil!* Emma
It has been really positive - a well structured programme, which makes it easy to engage according to my availability, excellent technical support for IT issues, clear guidance on what's expected from me, rewarding to be part of in terms of the engagement from students both for chats and offline questions and the Academy opportunity has been excellent CPD too	It is less overwhelming and socially demanding (so not as tiring). I'm autistic, so I often find the busy and noisy environments of outreach hard, even if I enjoy it. The text based function means I can take part from anywhere. It's also easier to fit around my studies so I can get outreach experience without it impacting my PhD too much.
It was a good way of interacting with students without the need to travel and attend in person. That made it much more accessible for me as a volunteer, and I was able to fit the short sessions around work commitments. I have not had that with other volunteering opportunities.	*It's a great programme that has lots of benefits particularly being INCLUSIVE as sessions are anonymous for students and no video involved. In a single session, Students can ask multiple scientists any science/career related questions which is GREAT. I wish I had something like this whilst growing up!* Dr Mimi Asogwa

Expectations vs. experience

Participants were asked how their experience has met with expectations they had prior to taking part. For 97% of respondents, the experience has met or exceeded expectations.

Participants who reported that the experience exceeded their expectations highlighted several consistent factors. Many were surprised by the high level of student engagement, noting that pupils asked insightful, thoughtful, and often unexpected questions, creating genuine, fast-paced conversations rather than the quieter or more passive engagement they had anticipated. The programme was frequently described as more enjoyable, engaging, and thought-provoking than expected, with participants valuing the challenge of adapting their expertise for different age groups and finding the interactions personally rewarding and motivating. Expectations were also exceeded by the quality of delivery and support, particularly the effectiveness of moderators, the smooth and user-friendly platform, and the clear organisation and responsiveness of the programme team. Additionally, participants were impressed by the ease, flexibility, and impact-to-time ratio, as well as the added value of inclusive design features, opportunities to connect with other scientists, and the wide range of schools and students reached.

How has your experience met with expectations you had before taking part?



I have found it a lot more thought provoking than I realised, it can be challenging to put your research into a digestible format, which varies depending on what age group you are speaking with. It is also a lot more fun than I originally thought it would be!

I've really enjoyed meeting the other scientists as much as the young people! Also, the interface is quite easy to use.

Really easy to follow, super flexible in terms of opportunities that fit my areas of expertise and multiple time slots available which can be factored into my working schedule - much more accessible than doing in person events in school and feels much more tailored to students' needs than more formal classroom sessions which I've done previously

The moderators are excellent, and the variety of different classes, age groups, locations around the UK is also really encouraging to see.

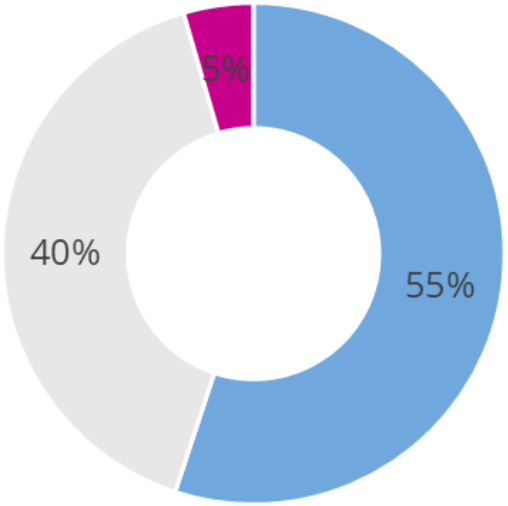
The chats are so varied and such great questions are asked and I do feel the questions and answers are more meaningful than I was perhaps expecting.

The time/commitment flexibility is great. I love the range of questions students come up with. When presenting in person, I have often been met with a quieter, less engaged audience but this doesn't seem to be the case with Im a... sessions which is a really great feeling

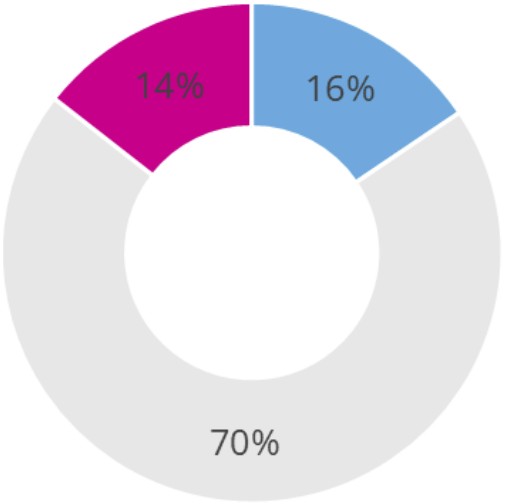
Emma

Change in amount of public engagement

Has the <u>total</u> amount of public engagement you do changed?



Has the amount of public engagement you do <u>outside of the</u> <u>I'm a... Programme</u> changed?



Increased No change Decreased

Participants were asked to comment on the amount of public engagement they are currently doing, compared to before taking part in the *I'm a...* Programme. When thinking about the <u>total amount of engagement</u> (including IAS etc), 55% reported an increase in engagement activities.

However, when considering only <u>activities outside of IAS (etc)</u>, the majority (70%) reported no change; suggesting that — for the majority — IAS (etc) is providing additional opportunities, rather than replacing participants' existing activities.

Participants were asked in what way they felt participating in IAS (etc) has contributed to any change in their amount of public engagement.

Being told that what I do is cool, and interesting etc by the kids has led to me posting more interesting social media (Linkedin in particular) and explained some technical details in a more accessible way

Dr Paul Preston

It was the gateway drug that led me to becoming a public engagement professional!

Dr Kirsty Ross

It's inspired me more and I want to do more mentoring and discussing science with students. I take each opportunity that I can.

Alana McNulty

Many of those reporting an overall decrease in their activity commented on IAS (etc) being an easy to maintain activity where barriers may exist for accessing other projects.

I have less opportunity to do in-person public engagement. I now do less public engagement overall, but more 'I'm a scientist..' than previously because it is a type of engagement I can fit easily into my work day.

I don't think it has made much of an impact. I Have simply had less time to do my in person events but this isn't because I'm a... has taken up more of my time, but I'm a... can fit into my schedule better so I can still do I'm a... events whereas I am struggling to fit others in

Much easier way to contribute to PE. More convenient and can fit round work, meaning more opportunities to engage

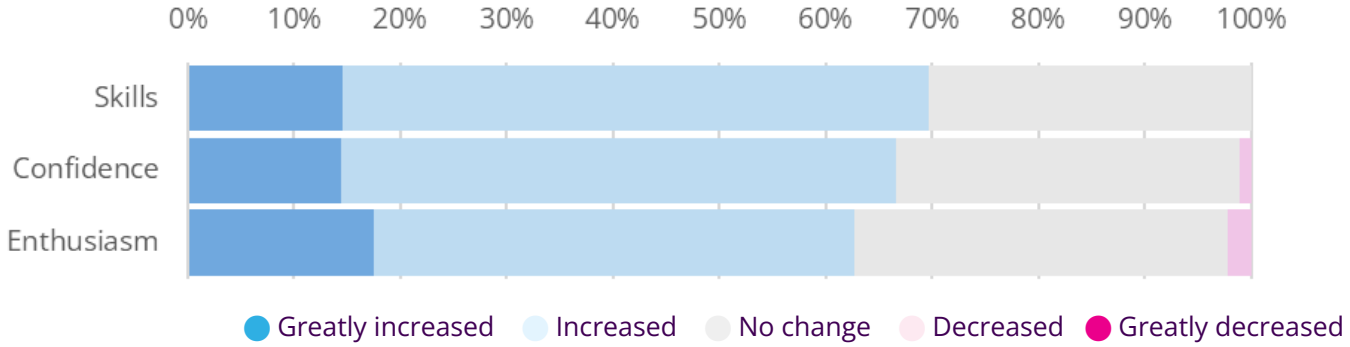
Since changing job, opportunities to do public engagement activities have been rare. Participating in I'm a... gives me the opportunity to engage again

It has been easier to book a chat when I fancy it and have a spare minute. Previously outreach has been an ordeal that needed organisation between several people and co-ordination - that's all handled for me with IAS. While doing IAS I feel like I am satisfying my outreach itch with less commitment. This frees up time to contribute to other important activities (outreach and other)

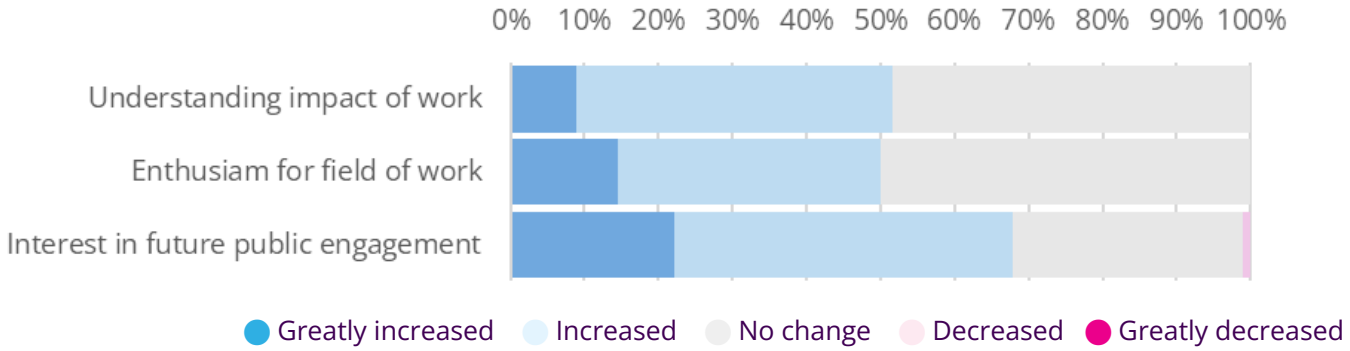
I've needed to take a step back from outreach due to higher workload, but the I'm a... Programme has been easy to continue with as it is less demanding of my time.

Skills and quality in public engagement

What impact, if any, has your experience with the activity to date had on your skills in, confidence in, and enthusiasm for communicating with lay audiences?



What impact, if any, has your experience with the activity to date had on your understanding of the impact of your work on society, your enthusiasm for your field of work, and your interest in taking part in future public engagement activities?



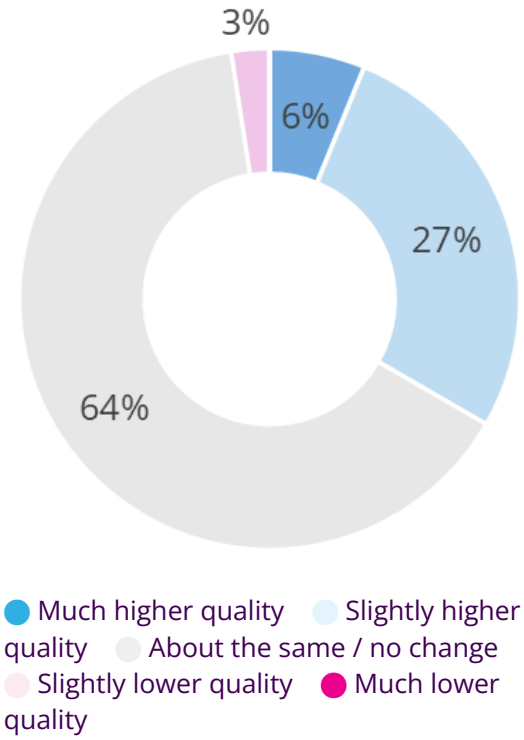
Scientists reported a positive impact across all areas. The most positive impact was reported on skills communicating with lay audiences (70% reported increase), with the majority of respondents reporting increases in confidence in, enthusiasm for, and interest in future public engagement activities (67%, 63%, and 68% reported increases respectively).

Participants were asked about the quality of their engagement work outside of IAS (etc) since they began taking part, and in what way it had changed.

Participants reported that the project has had a significant and positive impact on their public engagement skills. Many participants report increased confidence in interacting with diverse audiences and handling unpredictable questions, attributing this to the regular, structured opportunities for practice provided by the project. Several noted that repeated engagement helped them overcome initial nervousness and approach interactions more conversationally and inclusively.

Participants also reported improved communication skills, particularly in simplifying complex or technical concepts for non-specialist audiences. Respondents described improvements in tailoring explanations to different age groups and backgrounds, and in making their work more relatable and accessible. Peer learning and observation were also highlighted, with participants drawing inspiration from others' approaches and integrating new strategies into their own practice.

Have you noticed a change in the quality of the engagement work you do outside of the* I'm a... Programme, *since you began taking part?



I'm trying to make my external activities more student-led, rather than just me talking or demonstrating.

You really have to keep participating in engagement activities in order to grow and refine your output. Many events are sporadic throughout the year whereas [IAS] is much more frequent and helpful to stay sharp in your messaging. In the past I've felt far more nervous and worried about participants not understanding, that is weakened by regular [IAS] participation.

It has really helped with the thinking on my feet side of things. I'm no longer fazed by the random questions I'm asked in schools, because I've been asked most of them online already! :D

Increased confidence in answering questions, being more prepared for the random / off topic questions - treat them as a conversation starter rather than dismiss them

IAS enables a very fast paced environment where you can iterate on ideas - I work in an area that is very hard to connect with students, and having ample practice at rewording and explaining it in the right way gives me a better feel for how to connect with not just students, but the public, policymakers, and other non experts.

Ben Dryer

Since taking part in 2012, my skills have improved which has a knock on effect on my deliveries. I still refer to the report from IAS regarding distance from universities to inform my engagement strategies.[9]

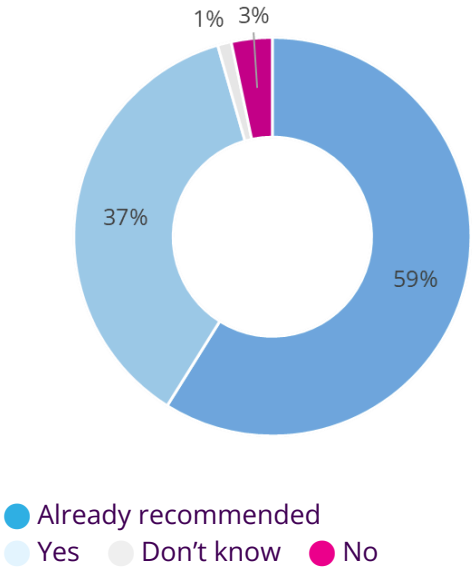
Dr Kirsty Ross

Overall, the project is perceived as a key factor in participants' professional development in public engagement. By combining frequent practice, reflective learning, and exposure to diverse audiences, it helps participants refine both their messaging and delivery. The feedback suggests that these experiences not only enhance confidence and clarity but also foster adaptability, inclusivity, and ongoing skill development in public-facing roles.

Recommend to a colleague

96% of respondents would recommend, or already had recommended the activity to a friend or colleague.

Would you recommend the activity to a friend or colleague?



Final comments

Participants were asked if there were any additional comments they would like to share.

Participants expressed overwhelmingly positive sentiment, stating they would like to continue participating long term. Many described the experience as enjoyable, motivating, and well worth their time. Alongside this, some suggested improvements such as calendar integration, clearer reminders, easier cancellation, visibility of sign-ups.

I have never had more interesting questions asked about my work! And the genuine interest is incredible.

[9] *School engagement in STEM enrichment: Effect of school location:* about.imascientist.org.uk/2017/school-engagement-in-stem-enrichment-effect-of-school-location/

Teacher feedback

Teachers are invited to complete a feedback survey in the weeks following their final chat session each term. Comments and data below comprise feedback provided throughout 2025, across the *I'm a... Programme*.

Expectations vs. experience

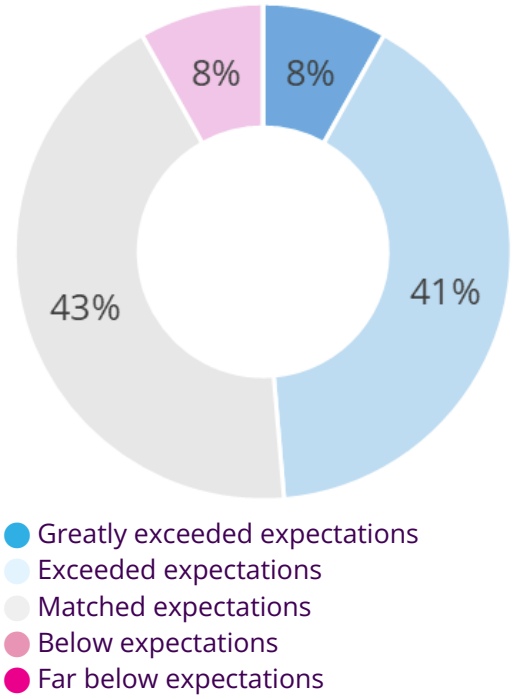
Teachers taking part in an *I'm a...* activity for the first time were asked how their experience met with expectations they had prior to taking part.

For 92%, the experience matched or exceeded expectations.

Teachers reporting that the experience exceeded expectations commented on generating high levels of student engagement and enthusiasm. Students were excited to receive responses to their questions and demonstrated genuine curiosity, asking thoughtful and insightful questions. The scientists were highly approachable, knowledgeable, and enthusiastic, providing detailed and timely answers that helped students connect with "real-life" STEM professionals and sparked interest in potential STEM careers.

Teachers were pleasantly surprised by how well students engaged with the format, which respondents reported they found easy to use, flexible, and safe, allowing students to participate at their own comfort level. Overall, the activity was widely enjoyed and viewed as impactful, with many students expressing a strong desire to take part again in the future.

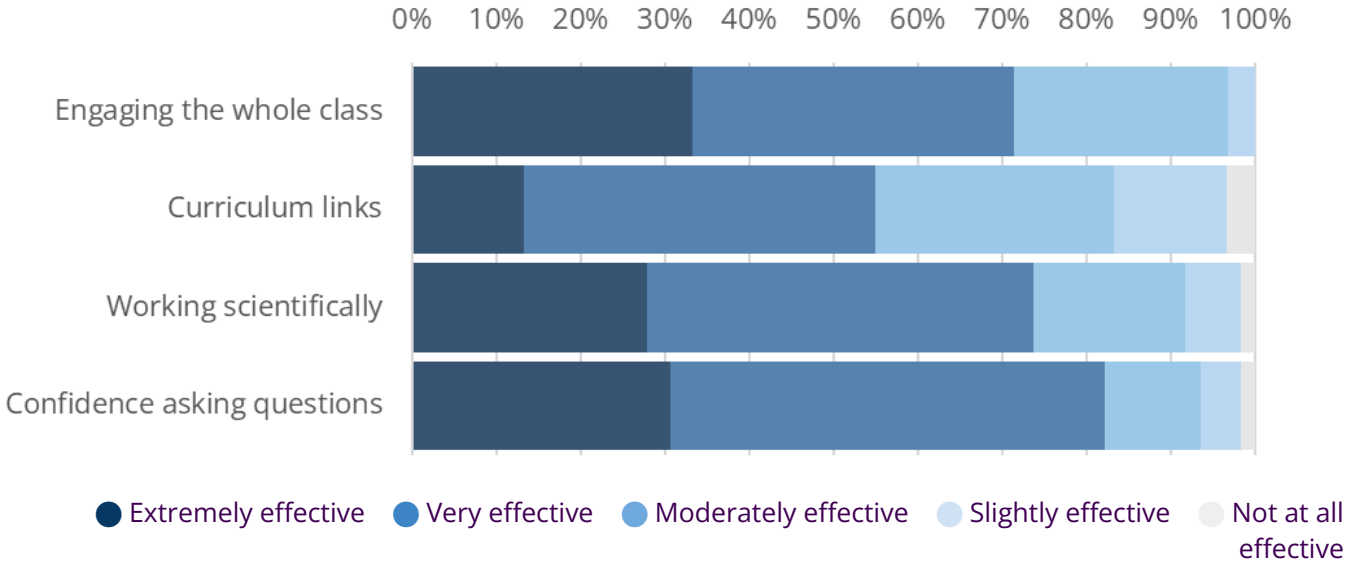
How has your experience met with expectations you had before taking part?



Rating effectiveness

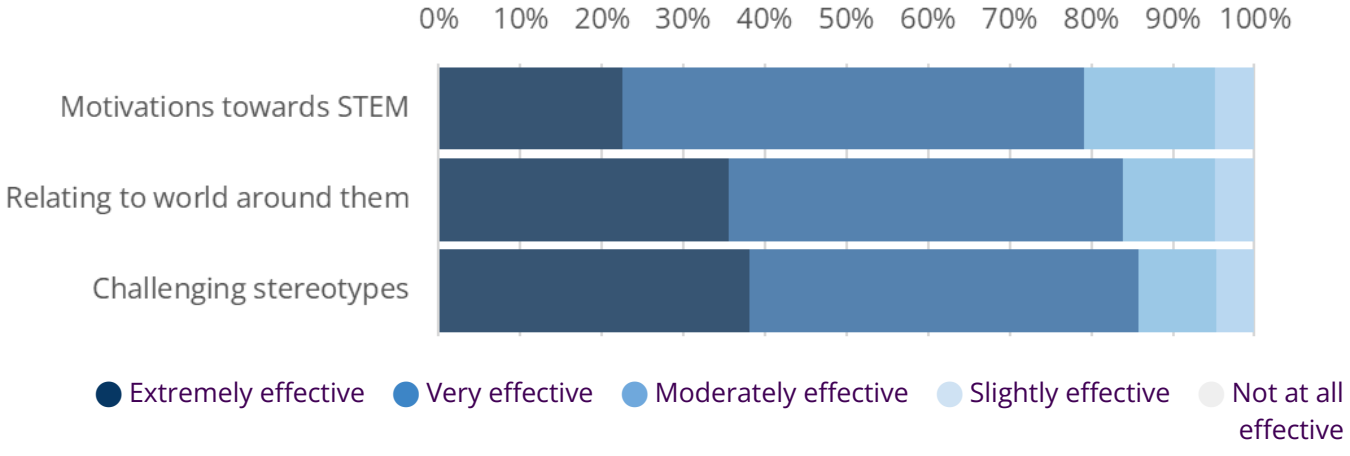
***Student learning:* How do you find the activity for the following?**

- *Engaging the whole class*
- *Supporting student learning about relevant curriculum topics*
- *Supporting student learning about how STEM works / working scientifically*
- *Improving students' confidence in asking questions about STEM*



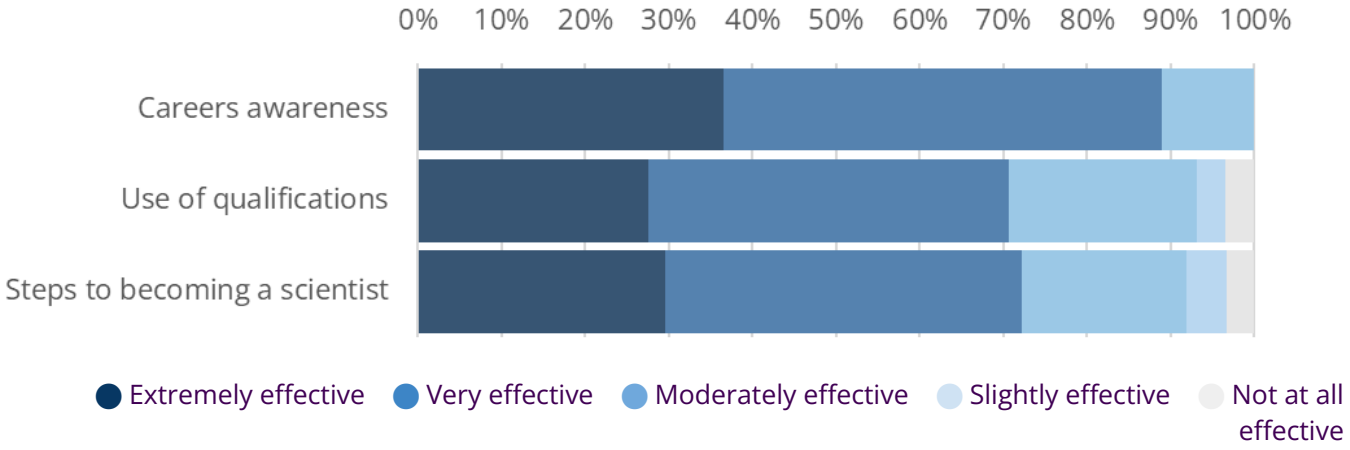
***Attitudes and motivations:* How do you find the activity for the following?**

- *Improving students' motivations towards STEM*
- *Helping students see how STEM relates to the world around them*
- *Challenging students' stereotypes about scientists and STEM professionals*



***Careers:* How do you find the activity for the following?**

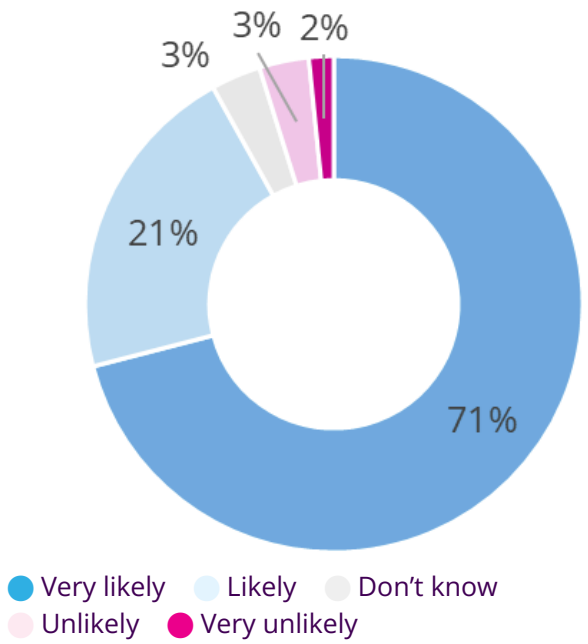
- *Developing students' awareness of STEM careers*
- *Developing students' awareness that STEM qualifications can be useful even if you don't want to be a scientist, engineer, or mathematician*
- *Improving students' understanding of the steps to becoming a scientist, engineer, or mathematician*



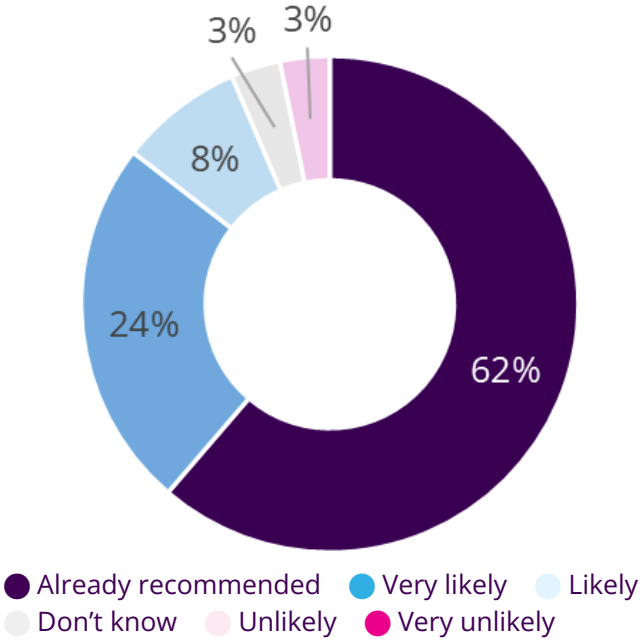
Teachers found the activity to be effective in all areas, with the most positive impact reported for developing awareness of STEM careers, where 89% reported it to be 'extremely' or 'very effective'; challenging stereotypes about STEM professionals, with 86%; helping students see how STEM relates to the world around them, with 84%; and improving students' confidence in asking questions about STEM, with 82%.

Overall satisfaction

How likely are you to take part in another* I'm a... *activity in the future?



How likely are you to recommend an* I'm a... *activity to a colleague?



The openness and help from the scientists was amazing, the students were really engaged in the activity, and everyone was so polite.

Tasha Bell

This is an excellent set up for schools. I wish we could have more time to spend on it and the other activities that you have. Thanks!

Deborah Trotter

I love this activity. I teach in a special needs school and despite some of the students struggling with reading and writing they all take part enthusiastically. I love how the scientists will answer deep scientific questions but also have time to tell the students their fave colour or if they have a pet!

Vicky

This is a great service which affords students an opportunity to engage with scientists that would otherwise be difficult to do

Even although I have been fortunate to take part in many Live Chats with my classes over the years, I am always pleasantly surprised by how much my children enjoy the chats and are always engaged in the conversations.

M Reilly

I value these sessions so much that they are written into my science curriculum from Y6-Y11 with the expectation that all teachers take part with their classes. I have encouraged the Maths team to get involved and promoted the new Geography feature to the Humanities Lead.

Parents sometimes respond after these activities as pupils go home discussing their conversations so it gets whole families talking about STEM. From a parent following this chat:

"I just wanted to share how much Edi really enjoyed chatting with the scientists yesterday. He has talked about it a lot and showed me and his dad separately the transcripts. He was very proud of the fact they responded to his questions! What a lovely activity to do with them!"

... having a range of professionals with different jobs and different backgrounds for students to chat to is so valuable. The format makes it easy for any student no matter how quiet to ask questions.

Maria Sheehy

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