Vision
To encourage curiosity in year 2 students in all schools across Australia by providing adaptable, practical and skills-based STEM related activities within their curriculum to raise awareness around future career pathways in STEM.

Program Objectives
• Encourage curiosity in the STEM disciplines with year 2 students using their daily routine to promotes awareness of how STEM careers impact the world immediately around a child’s day to day life.
• Support teaching and learning in the Australian Curriculum around Science, Mathematics and Technologies by embedding this program as in curriculum activities that have a Design and Technology focus and are easy to use.
• Focus on developing students 21st Century skills aligned with the general capabilities – Critical & Creative Thinking and Personal & Social Capability including collaboration, innovation and entrepreneurship.
• Promote a common understanding of STEM amongst students, teachers and parents and the significance of this for future employability.

The Measures of Success
• Overall program was valuable when assessed against the key objectives of the program.
• Students thinking about future jobs had broadened to consider STEM careers, and they were actively engaged in the program.
• Teachers found the content relevant and easy to use.

Who Participated
• 25 schools participated in the pilot from across Australia, including 12 public schools, 12 private schools and 1 independent school.
• More than 850 students involved in the course activities.
• A number of the schools participating ran the program within composite classes so in 2019, students from prep to grade three were involved in the program.

The Results – Overall Program Value
• 95% of schools who responded would recommend the program to others.
• 90% of schools who responded would participate again.
• The program received average ratings of 2.6 or greater out of a possible score of three when assessed against the program objectives criteria.

“Having a STEM program that had structure and purpose was a refreshing change to just completing challenges. The students really enjoyed the hands-on activities and incorporation of iPads. Students loved the visitors who came in and talked about their jobs and activities they complete on a daily basis. Real-world context gave the students an understanding of how STEM is connected to our everyday lives”. Pilot School 2019

“The ‘Day in the Life of a 7-Year-Old’ program really helped to make relevant links to STEM ideas and how we use them or are influenced by them every day. The students loved the hands-on element of experimenting and whilst preparing them to look at constantly designing and reflecting on their ideas”. Pilot School 2019
## Overall Program Value

- All elements of this area received average ratings of 2.6 or greater out of a possible score of three.

- The general trend of comments highlights that the students enjoyed the program as a learning experience, and it did extend their thinking.

- Key improvements include:
  - More work is required to modify the course materials to be suited to the target age group.
  - More work is required to make the linkages between program activities and STEM careers and the impact in their daily lives more explicit for the students.
  - Timeframe for this program was somewhat compressed, there is clarity required around the interpretation of modules versus lessons.
  - Timing in term 4 was challenging.

## Students Perspectives

### Student Engagement

- Ratings against the key criteria ranged from 2.4 to 2.7 out of a possible three.

- The key improvement in this area is around the complexity of activities for year two students, which required increased effort from teachers in making connections.

### Student awareness of STEM careers and the impact to their daily lives

- Ratings were 2.1 and 2.7 out of three.

- The lower rating of 2.1 was recorded against student thinking about their jobs in the future.

- The higher rating 2.7 assessed students shift in their breadth of thinking about STEM in their daily lives.

- Comments provided suggest that it was difficult to see a shift in career thinking due to the limited timeframe of the program.

## Teachers Perspectives

- Ratings ranged from 2.5 to 2.9 out of a possible three.

- The highest score of 2.9 was in response to the inclusion of the bursary student visit (or other professional) as a part of the program.

- Comments for this section supported the ongoing inclusion of the bursary student or guest visits and the quality of the physical resources.

- The opportunities for improvement are in the written course materials as well as the timing of the program and timeframe to complete the modules.
  - Modifying content to improve age relevance and make connections easier for the students.
  - In term 4, time availability is very tight, would prefer to run in other terms.
Summary Report
Day in the Life of a Seven-Year-Old
Pilot 2019

Next Steps:

• We have received and noted nominations from our 2019 schools who wish to participate again – Thank you, we will be in touch soon!

• Key program information for 2020:

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<tr>
<th>2020 Program Plan</th>
<th>Term</th>
<th>Key Dates</th>
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<tr>
<td>Course Materials being reviewed and updated</td>
<td>Term 1</td>
<td>Revised materials available to schools in May 2020</td>
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<tr>
<td>Registrations to participate in the 2020 program</td>
<td>Term 2</td>
<td>Registrations to be received by 8 May 2020 for term 2 commencement</td>
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<tr>
<td>Distribution of Materials, Teacher Training, &amp; Program Logistics</td>
<td>Term 2</td>
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<td>Program Go Live – Schools may elect to run the program in term 3 or 4 of 2020, or term 1 of 2021.</td>
<td>Term 3</td>
<td>Commencing July 2020, October 2020 or January 2021</td>
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If you wish to **register your expression of interest** to participate in the 2020 Program or would like more information, please **contact Jane Smith at jane.smith@api.edu.au**
Who is behind the Day in the Life Program?

Facilitated and sponsored by: The Australian Power Institute (API) and it’s Member Organisations

Program kindly supported by: