

**Engage**

**Teacher Conference**

# **Secondary free and accessible STEM resources showcase**

Leading experts from the STEM sector are coming together to showcase their top free resources. Find inspiration for STEM enrichment that is easy to implement and supports you engage underrepresented audiences in science.

**Rebecca Olajide & Peter Jeffrey-Bourne, Science Museum Group**

**Cristine Alcantara, The British Science Association**

**Ruby Seger-Bernard, The Royal Society**

**Delfi Tertzakian, Unplastify**

**Stewart Edmondson MA MBA BSc CEng FIET CMgr FCMI, UK Electronics Skills Foundation, Aston University**

## Welcome, please be aware:

- Talks are recorded
- You can ask questions in the chat throughout
- There will be time for questions at the end



**Engage**

# Science Museum Group

**Rebecca Olajide**

Learning Resources Producer

**Peter Jeffrey-Bourne**

Academy and Resources

Developer



**SCIENCE  
MUSEUM  
GROUP**

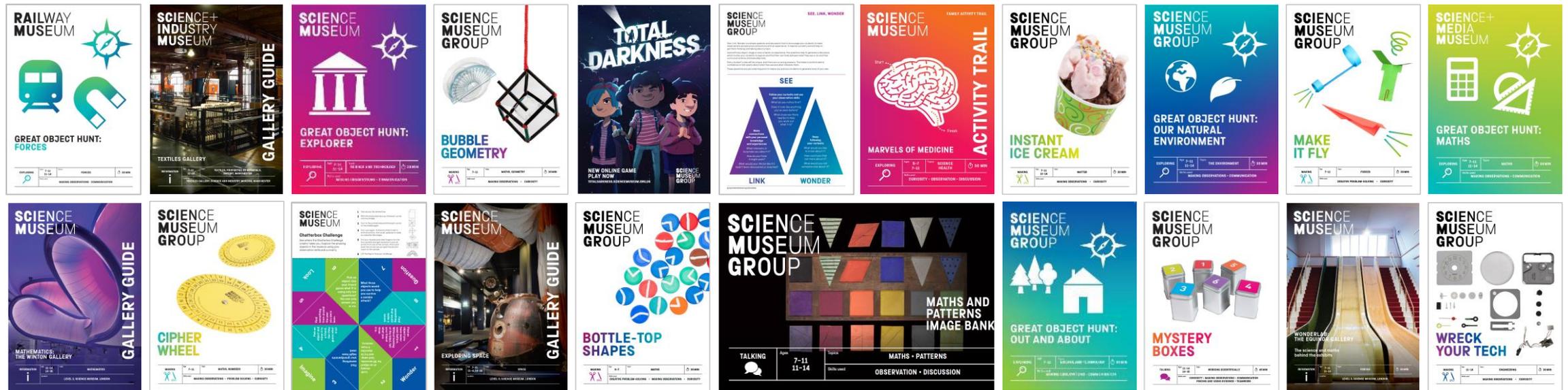
# SCIENCE CAPITAL

- Engaging people with science is at the heart of the work we do at SMG.
- Science Capital is a concept that helps us to better understand why some people engage with science and why others think that science isn't for them.
- Science Capital is made up of...
  - What you know about science/STEM
  - What you do – different science related activities
  - Who you know who uses and talks about science
  - How you think and feel about science
- We don't want everyone to become scientists, but we want people to feel like science is something for them and something that they can do.
- Positive, meaningful experiences of science learning in early life will have a big impact in how children relate to science later in life.



# SCIENCE MUSEUM GROUP RESOURCES...

- Are shaped by science capital and wider cultural and STEM engagement research-informed best practice and learning outcomes
- Enable people to use – and recognise using – a wide range of STEM skills (e.g. making observations, communication, curiosity, asking questions, creative problem solving, finding and using evidence, teamwork, etc.)
- Invite and encourage people to investigate further and find out more
- Are intuitive to use, with simple and clear instructions, and use easily sourced, recycled, reusable or sustainable materials

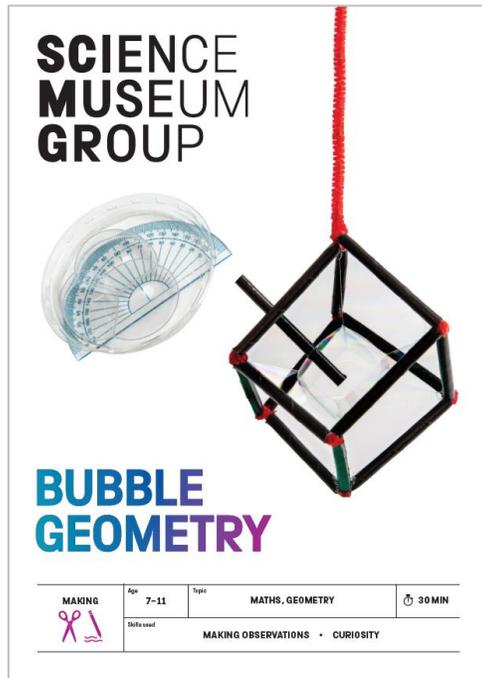


# HANDS-ON ACTIVITIES

## KEY FEATURES

Builds confidence and ownership (in adults)

Builds confidence and ownership (easy to follow images etc)



**SCIENCE MUSEUM GROUP**

**BUBBLE GEOMETRY**

**MAKING** Age 7-11 Type **MATHS, GEOMETRY** 30 MIN

DIFFICULTY MAKING OBSERVATIONS • CURIOSITY

Highlights and develop skills

**Overview for adults**

Geometry is the study of shapes and their properties. This activity makes use of geometry in observing the shapes and angles soap bubbles create when they join together.

**What's the maths?** A soap bubble is simply a very thin sheet of soapy water called a soap film surrounding a volume of air. A force called surface tension pulls the soap film tight, so that it always has the minimum surface area possible. That is why a free-floating bubble always forms a sphere.

If two bubbles of the same size join, the surface between them will be perfectly flat. But if they are different sizes, that surface will bulge into the larger bubble, because the air pressure is greater inside the smaller bubble. Whenever two or more bubbles meet, the angle between the soap films will always be exactly 120 degrees.

**Maths in your world** The way bubbles connect is the same as how bees build honeycomb. In each case, the angle at which the lines meet is always 120 degrees. The resulting hexagon pattern is the most efficient way for the honeycomb to connect using the smallest surface area for the volume of the individual cells. This means the bees don't make more wax than is necessary.

**Did you know...?** Even in the foam of tiny bubbles in washing-up water or on shampooed hair, soap films always meet at 120 degrees.

Links to everyday examples of STEM

**SCIENCE MUSEUM GROUP**

Use the Science Museum Group's famous bubble mixture, and a little maths, to explore how soap bubbles interact with each other.

**You will need...**

- Washing-up liquid
- Five straws (with four straws cut into three even pieces)
- Clear plate or lid
- Warm water
- Protractor or printed protractor template
- Nine pipe cleaners (15cm each)
- Glycerine (or sugar)
- Bucket or large bowl for bubble mix
- Scissors

**Top tip:** This activity can get wet and messy. You should do it somewhere that can be wiped down easily or use bin bags to protect your surfaces. You can do it outside, although even a slight wind can affect the quality of the bubbles you make.

**Think and talk about...**

- Why do you think a free-floating bubble is always spherical? (hint: it's always the same.)
- How do the bubbles change when they are in the air, on a surface and connected to other bubbles?
- Where have you seen patterns in your daily life?

**Investigate...**

- At what angle do the soap films meet? (hint: it's always the same.)
- Can you make a frame of a different three-dimensional shape, such as a tetrahedron (triangular-based pyramid)? What happens when you blow a bubble in the middle?
- Can you blow a bubble inside another bubble?

Promotes science talk

**Follow these steps...**

To make a bucket of bubble mixture use:

- 3/4 of a bucket of warm water
- 1 mug of washing-up liquid
- 3/4 of a mug of glycerine or sugar

- Add the glycerine and the washing-up liquid to the warm water and stir the mixture slowly for a minute or two – this is to help the glycerine dissolve.
- Slide the protractor underneath the lid, and lightly coat the surface of the lid with bubble mix. Dip the straw into the bubble mixture, and slowly blow bubbles, one by one.
- Carefully move the lid over the protractor so you can measure the angles where the bubbles connect.
- To make a cubic frame, fold a pipe cleaner to give it three loops. Put one piece of straw on each loop. This is one corner of the cube.
- Make seven more pipe cleaner corner pieces, and attach more straw pieces to complete the cube. Attach the handle.
- Dip the frame fully into the solution. Gently pull it out and blow a bubble in the middle with a straw.

**Maths in your world**

The hexagon pattern seen in honeycomb works in the same way as how bubbles connect – always at 120 degrees. The honeycomb connects using the least amount of wax.

[sciencemuseumgroup.org.uk/resources](http://sciencemuseumgroup.org.uk/resources)

Everyday examples of STEM

# IMAGE BANKS: OVERVIEW



COVER PAGE

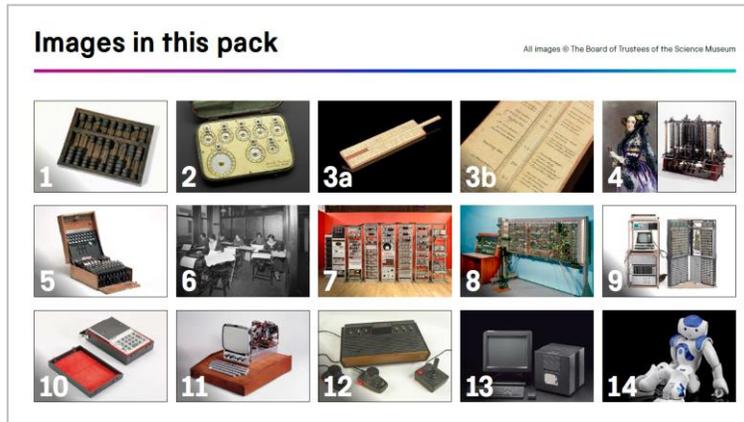


IMAGE BANK CONTENT OVERVIEW

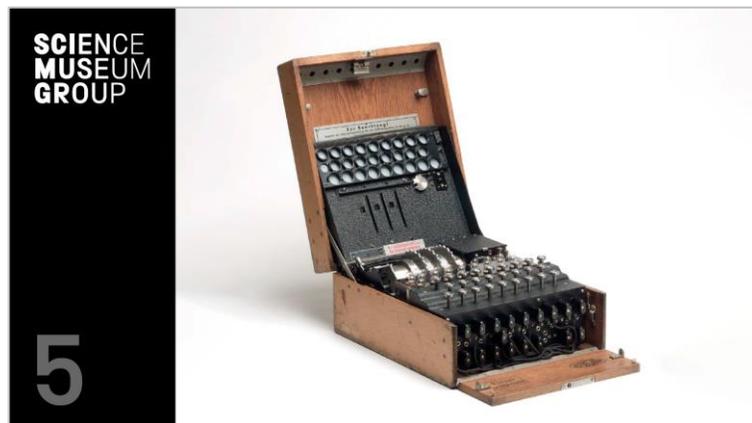
## Maths and Computing

Computing is one of the biggest technological innovations of the past century. The following images showcase the tools, people and challenges behind the development of computers.

'Computer' used to refer to a person who did calculations by hand. The desire to do larger calculations faster motivated the development of electronic devices to store and process information, paving the way for today's computers.

It's because of mathematicians that we have computers today. The mathematical skills of problem-solving, logical reasoning and creativity pushed these innovators to see beyond what was currently possible.

INTRODUCTION & HOW TO USE



IMAGES



Object on display at the Science Museum in Mathematics, The Winton Gallery

Enigma cipher machines encrypted millions of military messages during the Second World War.

These machines had around 150,000,000,000,000,000,000 different settings (150 quintillion or 150 million million million!)

To break the code, mathematicians were challenged to develop something that could quickly go through all the possible settings. This development was the precursor to modern computers.

**Think and talk about...**

What information do you think it's important to try and keep secure? Think about personal as well as national information.

IMAGE INFORMATION & ACTIVITY

## Explore more...

Find out more about maths and computing in our Science Museum Group resources and galleries.

Try making a secret message using the cipher wheel

Explore 3D models of an Enigma cipher machine and Ishiguro's storm model

Thinking Machines: Stories from the History of Computing

The World Wide Web: A Global Information Space

[A Short History of Videogames, 1951-2011](#)

[Lovelace, Turing and the Invention of Computers](#)

[Women in Computing](#)

sciencemuseumgroup.org.uk/resources

LINKS TO FURTHER INFORMATION

**Engage**

# **The British Science Association - CREST Awards**

**Cristine Alcantara**  
Education Manager



# Bronze, Silver or Gold



**BRONZE**



**SILVER**



**GOLD**

**Typical age\***

**11+ years** typical age

**14+ years** typical age

**16+ years** typical age

**Time  
commitment**

**10+ hours of work**

**30+ hours**

**70+ hours**

**Assessment**

By **any adult** before submission

By the expert **CREST Assessors**

By the expert **CREST Assessors**

**Key benefits**

Provides a real-life experience of 'being' a scientist.

Can improve GCSE grades and increases interest in continuing in STEM education

Enhances UCAS personal statements and is well regarded by employers

**Key stage  
(suggested)**

England: KS3 / L1  
Wales: KS3 / L1  
Scotland: S1, S2 and S3  
Northern Ireland: KS3

England: KS4 / L2  
Wales: KS2 / L2  
Scotland: S4, S5 and S6  
Northern Ireland: KS4

England: KS5 / L3  
Wales: KS5 / L3  
Scotland: S6  
Northern Ireland: KS5

# *CREST Awards impact report 2021/22*

## ***Students***

- Enhance research, communication and teamworking skills
- Build independence and resilience
- Gain employability skills
- Improve GCSE grades
  - ❖ Improvement of half a grade in GCSE science; up to 2/3 of a grade for students eligible for FSM
- Gain confidence
- Develop their STEM identities

***(This project) has given me more confidence, as it is physical proof that you can achieve something.***

George, student from Lighthouse School in Leeds

# *CREST Awards impact report 2021/22*

## **Teachers**

- Provide practical science activities that are linked to the national curriculum, so can be run in lessons
- Provide free resources plus additional support for schools who need it most
  - ❖ Engage network
  - ❖ Buddy scheme
  - ❖ Grants plus free CREST Awards

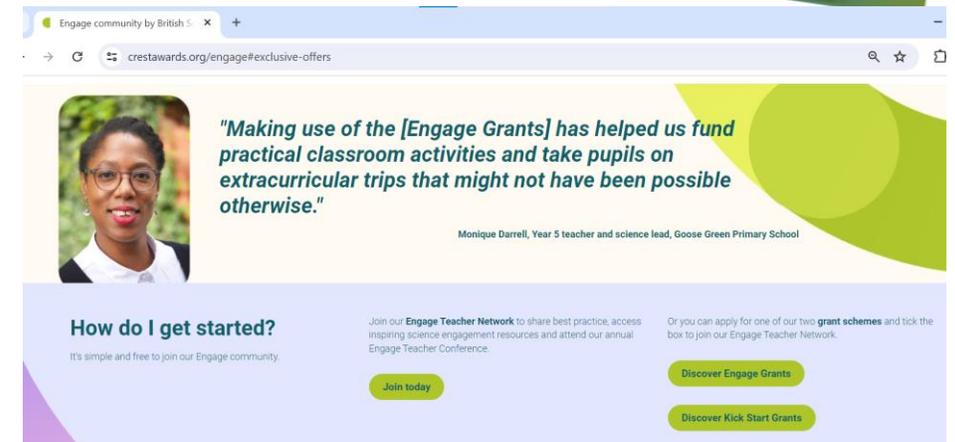
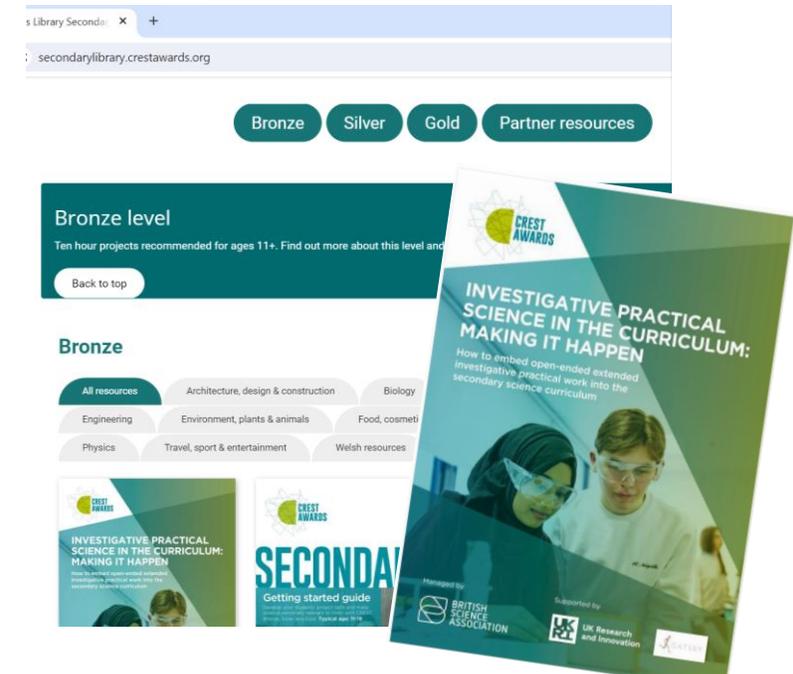
***I think it brings a new sense of curiosity and discovery to students who have not been afforded the chance to really engage in science.***

Secondary school teacher, 'Machines of the future' pilot project participant

# Next steps

- Resource library  
<https://secondarylibrary.crestawards.org/>
- Apply for an Engage grant in September  
<https://www.crestawards.org/engage>
- Get in touch with us  
[crest@britishscienceassociation.org](mailto:crest@britishscienceassociation.org)

crestawards.org



**Engage**

**Royal Society -  
STEM resources  
and Partnership  
Grants**

**Ruby Seger-Bernard**  
Schools Engagement Officer

A circular inset image showing a close-up of a microscope's objective lens and eyepiece. The text 'THE ROYAL SOCIETY' is overlaid in a red, serif font. The background of the slide features a yellow and orange abstract design.

THE  
ROYAL  
SOCIETY

@Kkolosov

# Brian Cox School Experiments

## Bring your classroom experiments to life with Professor Brian Cox

Explore our new experiments and resources, designed to focus on global challenges, emerging technologies and STEM careers.

THE ROYAL SOCIETY



royalsociety.org/schoolexperiments  
#BrianCoxSchoolExperiments

THE ROYAL SOCIETY

THE ROYAL SOCIETY

BRIAN COX SCHOOL EXPERIMENTS  
OCEAN ACIDIFICATION  
TEACHER NOTES

### Does carbon dioxide affect the pH of seawater and the strength of shells?

#### Objective

In this practical, students are investigating the effect of carbon dioxide ( $\text{CO}_2$ ) on the ocean. In the first experiment, they observe the effect of increasing the concentration of  $\text{CO}_2$  on the acidity of seawater. In the second experiment, they are investigating the effect of acidity on the shells of sea creatures.

#### Introducing the experiment

Write the words ACID and ALKALI on the board and invite students to work in pairs to list as many facts and examples as they can related to acids and alkalis.

Introduce ocean acidification by showing students the video *What is Ocean Acidification?* from the University of Plymouth: <https://youtu.be/fL2bxwnm7JG4> (less than 2 minutes).

#### During the experiment

Discuss with the students the difference in ease and accuracy of using a pH meter compared with UI solution. You may also decide to try UI paper or even litmus paper to demonstrate the effectiveness of certain indicators. Students are unlikely to see any changes with litmus paper.

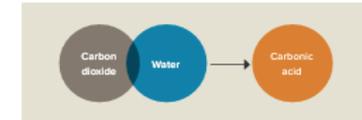
This is an activity that easily lends itself to having students design their own experiment if time allows.

#### Discussion points after the experiment

Ask students to prepare an 'elevator pitch' – give them one minute to explain what ocean acidification is and what the results of their experiment showed. Some students may want to prepare an elevator pitch on the limitations of the experiment.

#### The science behind this experiment

The ocean absorbs some of the  $\text{CO}_2$  we emit as part of the carbon cycle.  $\text{CO}_2$  dissolves in sea water to form carbonic acid, which lowers the pH of the water making it more acidic.



As the amount of  $\text{CO}_2$  in the atmosphere increases it is likely

THE ROYAL SOCIETY

### Does carbon dioxide affect the pH of seawater and the strength of shells?

Experiment 1: Investigating the effect of carbon dioxide on the pH of water

Your task is to investigate how carbon dioxide ( $\text{CO}_2$ ) can affect the pH of seawater. This will give you an idea of whether increasing  $\text{CO}_2$  emissions are likely to result in ocean acidification.

#### Method

1. The concentration of salt in seawater is approximately 3.5% (or 35,000 ppm), which equates to 35 grams per litre. Use tap water and the measuring jug to make  $500 \text{ cm}^3$  (half a litre) of seawater. (Tip: 1 level tablespoon of salt is approximately 18 grams).

I added \_\_\_\_\_ tablespoons of salt to \_\_\_\_\_  $\text{cm}^3$  of water.

(Step 1 may already have been done by the science technician)

2. Fill the two beakers with seawater (leave 1 – 2 cm space between the water and the lid) and save the rest for experiment 2.
3. Use the pH meter or Universal Indicator solution to record the pH of the water in the first beaker. Write this value into the first column of Table one.
4. Choose one person from your group who will do the task. Their job is to blow gently through a straw (adding  $\text{CO}_2$ ) into the water for two minutes. Measure the pH of the water every 30 seconds and record your findings in Table one. Don't worry, you are allowed to breathe! Take small breaths when needed.
5. Repeat the experiment but this time cover the cup with a lid and insert the straw into the opening. Record your findings in Table two.
6. Answer the questions overleaf and be prepared to share your findings with the rest of the group.

BRIAN COX SCHOOL EXPERIMENTS  
GENOME EDITING AND PLANT BIOLOGY  
STUDENT WORKSHEET

#### EQUIPMENT LIST

##### Materials for each group

- Salt
- Water
- 2 cups/beakers
- 1 lid
- 2 straws
- pH meter or Universal Indicator solution
- Measuring jug
- Tablespoon
- Stopwatch
- Where might we get a reliable and free source of  $\text{CO}_2$ ?

#### SAFETY PRECAUTIONS

- Make sure to blow through the straw and to not suck the water up.
- Make sure to clean up any spills immediately and to keep the water well away from any electrical devices.
- If you break any glassware, make sure to tell your teacher immediately. Do not try to clean up broken glass yourself.

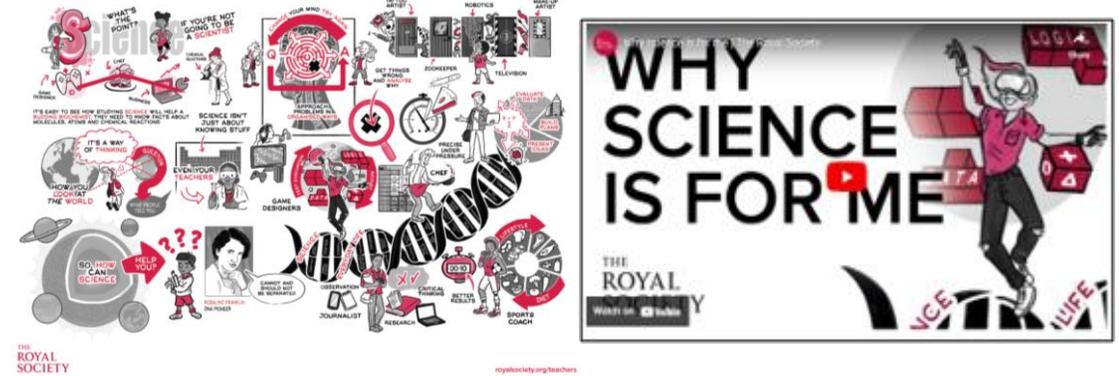


# Other Royal Society resources for schools

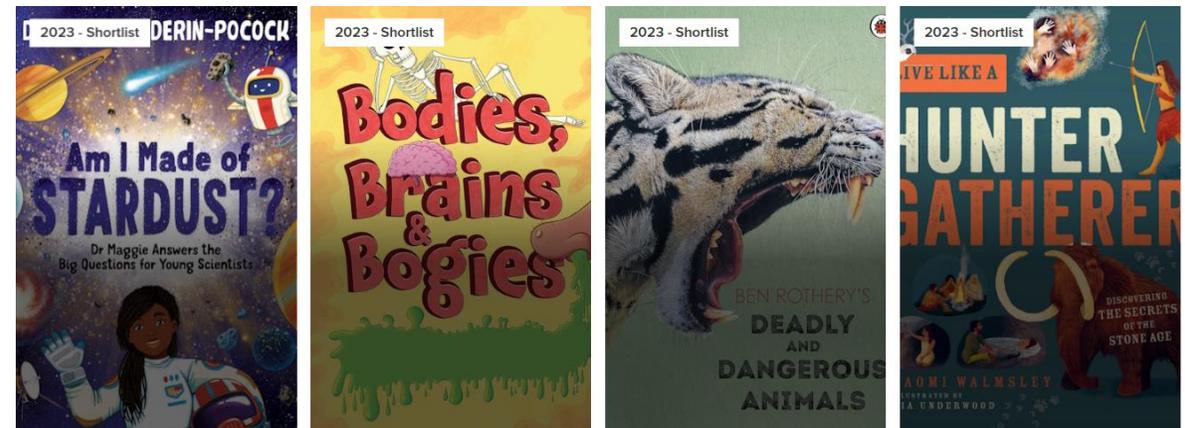
- Climate Change and Biodiversity Q&A cards and classroom posters



- Why Science is for me animation and posters



- Young People's Book Prize 2024



## Partnership Grants Scheme



- The Partnership Grants scheme provides UK schools and colleges (aged 5 -18) up to £3,000 to work in partnership with STEM professionals from academia or industry to run a long-term investigative STEM project.
- The grant goes to the school and covers the equipment needed, with a small amount supporting teacher cover and CPD if needed.
- Information about the grants including map and case studies can be found on our website: [www.royalsociety.org/grants/partnership-grants](http://www.royalsociety.org/grants/partnership-grants)
- Training sessions are available via the website or email [education@royalsociety.org](mailto:education@royalsociety.org) for more information

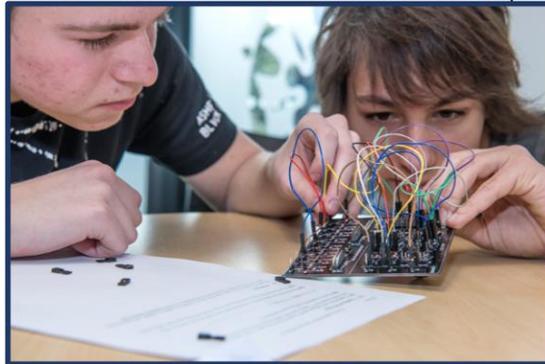
# Engage

## UK Electronic Skills Foundation "Electronics Everywhere"

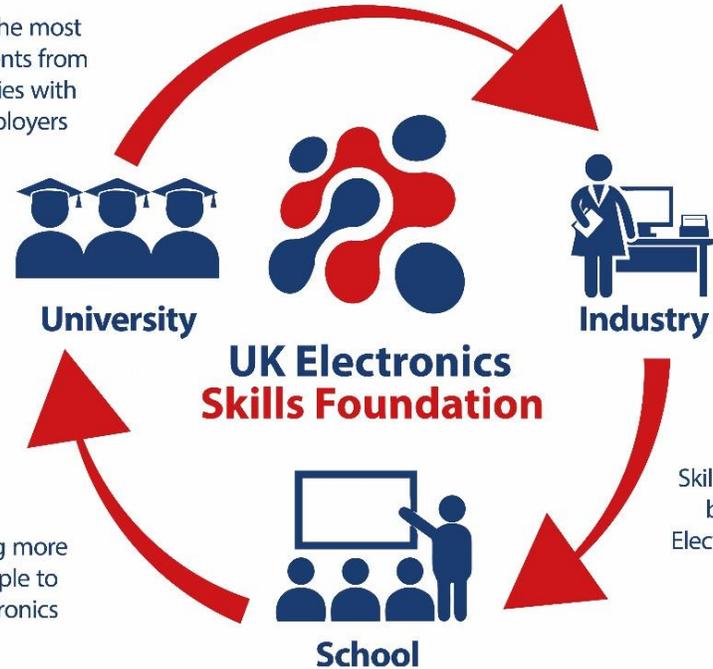
**Stewart Edmondson** MA MBA BSc  
CEng FIET CMgr FCMI  
CEO, UK Electronics Skills Foundation  
Visiting Professor, Aston University



# Tackling the Skills Challenge in the UK's Electronics Industry



Connecting the most capable students from top universities with leading employers



Encouraging more young people to study Electronics

Skills advocacy on behalf of the Electronics Industry



Founded in 2010, the UKESF is the only STEM organisation in the UK solely focused on Electronics. We are a multi award winning charity, and our purpose is to promote Electronics and semiconductors to young people and to encourage them to pursue study and careers in the industry.

# UKESF – Summary of Schools Activities



Classroom resources: Provided over 700 secondary schools/teachers with resources for teaching Electronics parts of Physics, and Computer Science. “Electronics Everywhere” and microcontrollers/Arduinos.

Crest Award. Silver level project in Electronics

Focus on ED&I: Over 400 girls (aged 15-18) participated in “Girls into Electronics” events in 2023.

Bespoke Programme: With a grant from Innovate UK, delivering a programme for schools (40) in Wales to promote EEE. Spark their Imagination



**CREST Awards**  
AGE 14-18

Silver CREST Awards, designed by the UKESF, to stretch students and enrich their STEM studies

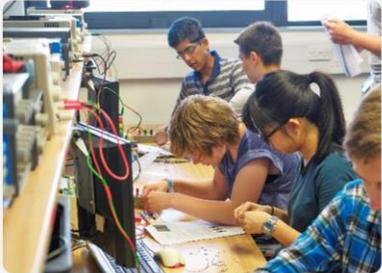
[Read more](#)

**Spark their imagination; power their future** is an exciting new initiative from the UKESF and [CSA Catapult](#), with the support of [Innovate UK](#), to encourage more young people, aged 15-18, in Wales to consider a career in Electronics and semiconductors. Schools in Wales can participate in the programme for free, no costs involved.

The **Spark their imagination; power their future** programme includes:

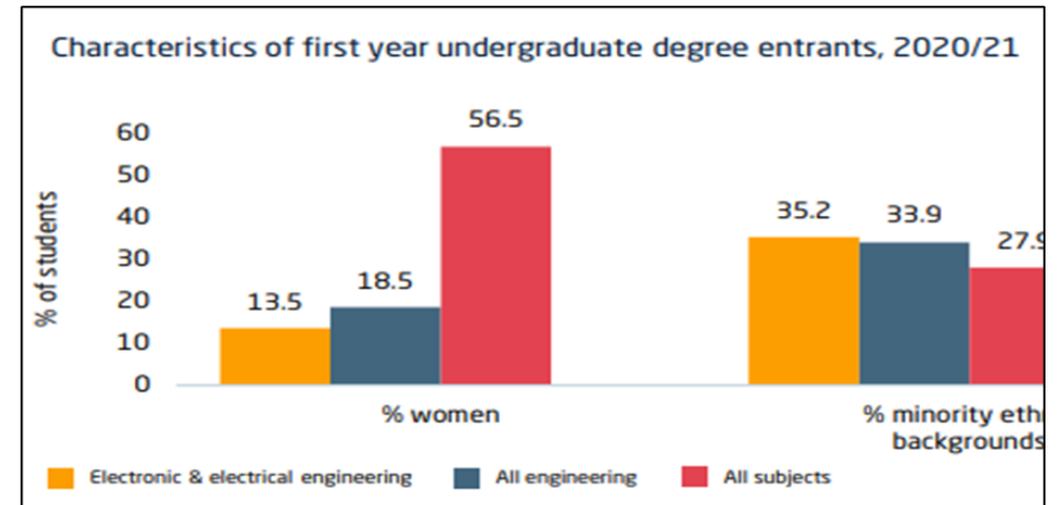
- Teaching resources and online learning
- Teacher training and Professional Development
- One day events at universities/colleges in Wales
- Career days
- Financial/career support (Welsh Sparc Award)

Further details about the programme can be found below.



The aim of the programme is to: improve attainment in STEM subjects; to encourage more young people in Wales to consider an undergraduate degree in Electronics and semiconductors; demonstrate the fantastic career opportunities the Electronics industry can offer; raise awareness of the importance of semiconductors and how they will underpin future technologies.

To find out more please contact [info@ukesf.org](mailto:info@ukesf.org)



# Electronics Everywhere

- Classroom resources that enables students to participate in hands-on and interactive activities that teach core Electronics concepts for Physics and Computer Science students.
- Developed by the UKESF in partnership with the University of Southampton.
  - More than 650 schools have used the resources.
  - 80% of teachers have rated the kits ‘excellent’ or ‘good’.
  - Overall reaction from pupils that used the kits was 95% positive, with 60% feeling more enthused about Electronics as a result!
- The activities will support teachers to deliver required practicals as part of the curriculum in an engaging and exciting way, with an aim to improve attainment and inspire the next generation of Electronics engineers.



UK Electronics  
Skills Foundation

“By creating a physical product, my students were able to solve problems through experimentation and discussion, which they completely loved.”

# Electronics Everywhere – Supporting Material



UK Electronics Skills Foundation

UNIVERSITY OF Southampton

Logic and Arithmetic Electronic Engineering Kit

TRAINING HANDBOOK

Find out more: [www.ecs.soton.ac.uk/kits](http://www.ecs.soton.ac.uk/kits)

ECS Electronic Engineering Kits A-Level CS: Logic and Arithmetic Kit CS-8

**3 Laboratory work**  
This section of the lab notes will walk you through a number of different exercises, and 20 questions (marked in red), to illustrate the uses and capabilities of the kit.

### 3.1 Logic Gates and Truth Tables

The first exercise allows students to practically explore the truth tables of logic gates.

**Q1:** Experimenting with both the Fixed Inputs and Switchable Inputs in the INP/ITS section of the kit's LOGIC area, complete the truth tables for the following logic gates:

| A | B | A AND B | A | B | A XOR B |
|---|---|---------|---|---|---------|
|   |   |         |   |   |         |
|   |   |         |   |   |         |
|   |   |         |   |   |         |
|   |   |         |   |   |         |
|   |   |         |   |   |         |
|   |   |         |   |   |         |
|   |   |         |   |   |         |
|   |   |         |   |   |         |

### 3.2 Simple Logic Functions

Students can then understand Boolean expressions by breaking them down into the individual operations required, and explore the truth table of the overall function.

**Q2:** Using the LOGIC area of the kit, implement the function  $Y = K \oplus (K \cdot (J + L))$ . What is the only combination of J, K and L that gives  $Y = 1$ ?

| J | K | L | Y |
|---|---|---|---|
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

**NOTE:** do not try to minimize this expression (at least in the first instance!).

## More About Electronics

The videos below enable you to find out more about the Music Mixer kit, and the electronic principles that make it work.



### Potential Dividers

This video explores the potential dividers on the Music Mixer kit, how they are used to mix the two input channels, and the wider applications of this technology.



### Operational Amplifiers

This video explores the functionality of an operational amplifier, how it is used in the Music Mixer kit, and some of the other uses of this widely used electronic component.

Arithmetic Section

This provides an 8-bit two's complement adder/subtractor circuit, offering the ability to perform  $A+B$  or  $A-B$  (where A and B are 8-bit binary numbers). This can be used to experiment with unsigned and signed binary arithmetic, as well as offering a different way to observe and understand binary number systems. This can even be extended to a 9-bit adder circuit, by using the Logic Section of the kit to implement a Full Adder.

Video Tutorial

This tutorial video walks viewers through the typical use of the Arithmetic Section of the kit, demonstrating how you can use it to add two 8-bit unsigned binary numbers, and add or subtract two 8-bit signed two's-complement binary numbers.

Electronics and Computer Science - Outreach

Primary schools Secondary school & sixth form Drop in days Kits Support for teachers Outreach contact

Physics Music Mixer Kit Computer Science Logic and Arithmetic Kit Chaotic Oscillator Kit Micro Arcade Series

## A-Level Physics Music Mixer Kit

This initiative has been developed in partnership with the UK Electronics Skills Foundation (UKESF) and with the sponsorship of organisations including Institution of Engineering and Technology (IET) Institution of Mechanical Engineers (IMechE) and the ESA Foundation.

The Music Mixer circuit board incorporates core electronics concepts suitable for A-level Physics students.

The music mixer circuit combines two audio signals, for example music from mobile phones, enabling users to control the volume by experimenting with different electronic components, learn about electronic sensors (e.g. LDRs) and resistor dividers.

The design aims to expose all components and demystifies electronics for students.

The board also has dedicated sections for determining Planck's constant – by measuring and plotting the voltage and current through four differently coloured LEDs – and experimenting with capacitor discharge.

The kit is currently not available to purchase, but limited numbers are being provided to schools for free. Schools/colleges interested in receiving kits, or organisations interested in sponsoring the scheme, can join our mailing list to find out more.

We are building teaching resources around these boards. If you would like to contribute resources, please contact us.



Download documentation Having trouble? Join our mailing list

## Music Mixer Section

This introduces potential dividers using an audio mixer circuit. The board has two audio input channels that are mixed together using an amplifier. The volumes of the two channels are controlled by potential dividers where the resistor values can be changed or exchanged with LDRs, or other resistive elements, to control the level of each channel.



**Engage**

# Unplastify Challenge for School

**Delfi Tertzakian**  
Education Coordinator



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UNPLASTIFY VISION

**AN UNPLASTIFIED WORLD IS  
POSSIBLE AND NECESSARY.**

A world in which we **use plastic only for durable products**, in which we don't use an indestructible material for single-use items, in which we consider negative externalities as real costs.

A world with sustainable habits, responsible production and **clean seas** is possible and necessary.





# UNPLASTIFY CHALLENGE FOR SCHOOLS

10th EDITION

An international **project-based educational program** designed to **empower 15 & 16 years-olds** to ideate and develop their own unplastifying ideas and **become true changemakers.**

## PEDAGOGICAL FRAMEWORK

**01** PROJECT BASED LEARNING

**02** CHANGEMAKERS SKILLS

**03** AGILE AND DESIGN THINKING



### DURATION

3 months (Sept-Nov)



### FORMAT

Virtual



### TIME

2-4 weekly hours



### COST

300USD contribution

*\*Public schools are exempt*



# TRACK RECORD 2019-2024



**9** UCS  
EDITIONS



**+185** SCHOOLS  
PUBLIC & PRIVATE



**+2.150** YOUNG  
PARTICIPANTS  
+16.750 TALK ATTENDEES



**22 COUNTRIES**

## NEXT STEPS

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How is the **inscription process**

# INSCRIPTION OPEN

1.

Complete the **Registration Form**. You have time until Sept-4th, 2024.  
*\*Bear in consideration you must have your school's authorization.*

2.

You will receive an **email** from the Unplastify team confirming your registration and stating next steps and details for payment (if applicable).

3.

Join the **Onboarding** to know everything about the Challenge and how to navigate it with your students.

4.

**Get ready** for the adventure!

If you have any questions, don't hesitate to contact us to [education@unplastify.com](mailto:education@unplastify.com)

Unplastify.com | @unplastify.ed

# Engage

# Teacher Conference

# Thank you

## Science Museum Group:

[SMGacademy@sciencemuseum.ac.uk](mailto:SMGacademy@sciencemuseum.ac.uk)

Learning Resources: [sciencemuseumgroup.org.uk/resources](https://www.sciencemuseumgroup.org.uk/resources)

Academy courses: [sciencemuseumgroup.org.uk/academy](https://www.sciencemuseumgroup.org.uk/academy)

## The Royal Society:

[education@royalsociety.org](mailto:education@royalsociety.org)

[www.royalsociety.org/partnership](https://www.royalsociety.org/partnership)

## CREST & Engage:

 [crestawards.org/engage](https://www.crestawards.org/engage)

 [crest@britishscienceassociation.org](mailto:crest@britishscienceassociation.org)

## UK Electronic Skills Foundation:

[electronics.everywhere@ukesf.org](mailto:electronics.everywhere@ukesf.org)

[www.ukesf.org](https://www.ukesf.org)

## Unplastify

[education@unplastify.com](mailto:education@unplastify.com)

[www.unplastify.com](https://www.unplastify.com)

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