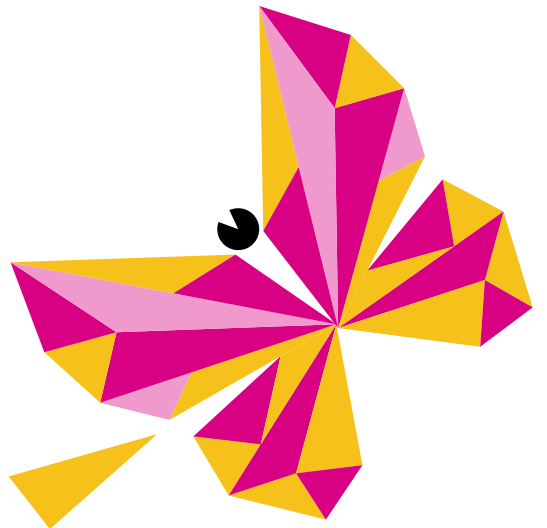




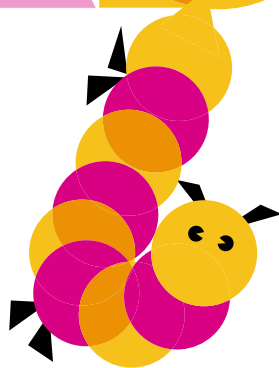
BRITISH
SCIENCE
WEEK

7-16 March 2025



CHANGE
& ADAPT

CHANGE & ADAPT



Delivered by



BRITISH
SCIENCE
ASSOCIATION

Supported by



UK Research
and Innovation

ACTIVITY TASTER PACK

A range of activities to be
run with children aged
under 5 up to 14 (approx.)

britishscienceweek.org



Welcome to the British Science Week 2025 taster pack!

We're here to get you excited for the upcoming celebrations taking place from 7 to 16 March next year.

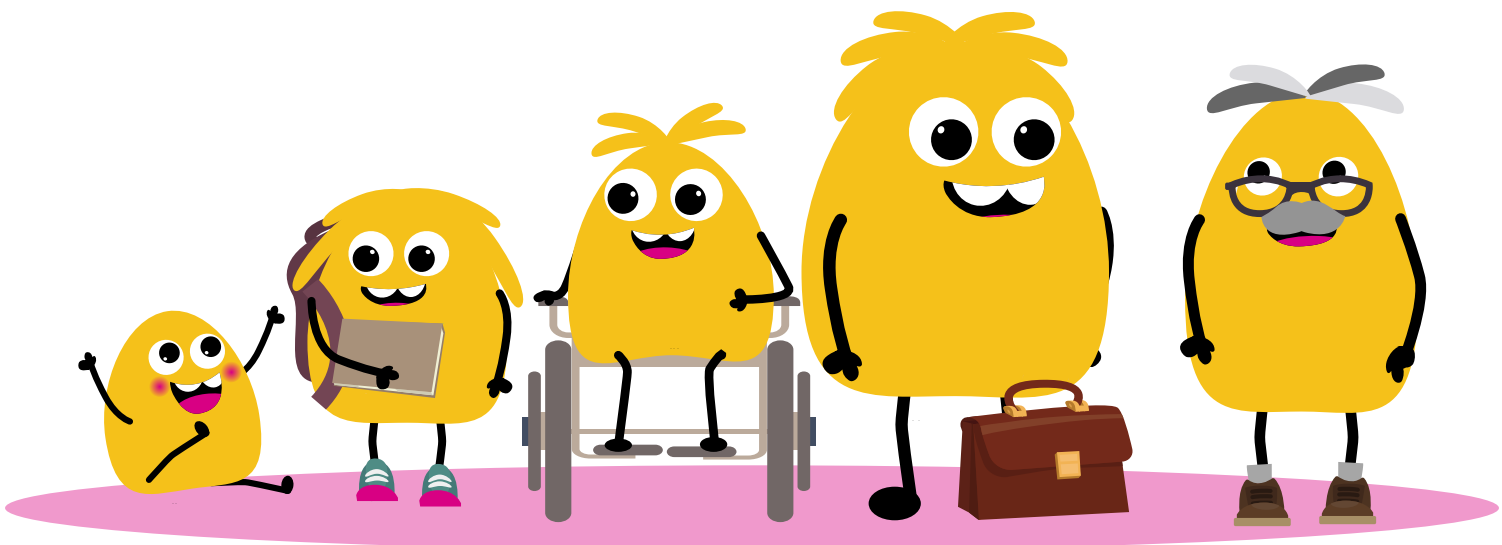
British Science Week is a ten-day celebration of all things science, technology, engineering and maths (STEM). During British Science Week we encourage everyone to take part in activities, host events and celebrate the science in our everyday lives.

Who can use this pack?

We hope that you – whether you're a teacher or other member of school staff, a community group leader, a parent/carer or an event organiser – will find this pack of ideas, activities and tips useful.

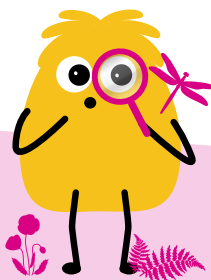
This year, we've brought together ideas and resources suitable for early years learners (5 and under), primary-aged children (5-11) and secondary students (11-14) or those working at this level, into this one, easy-to-use taster pack. Feel free to adapt any and all of the activities for your audience.

Once you've had a read through, **let us know what you think** ✨.



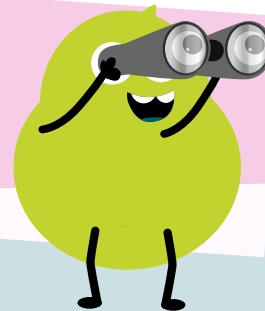
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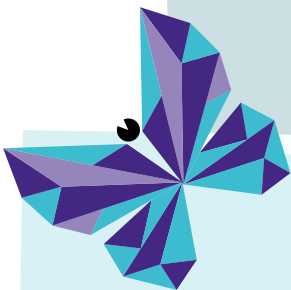
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This year's theme

Each year there is a new theme for British Science Week, and for 2025 it's **'Change and adapt'**.

As British Science Week enters its fourth decade, it's a great time to think about how the world is changing and how we can adapt to those changes.

You can also think about all the types of change and adaptation we see in STEM – the options are endless!

Here are some ways you can introduce the theme to students in a fun, imaginative way to get them excited about the Week:

- This year we are making some exciting new changes to the poster competition. There will still be lots of brilliant prizes to be won and the chance for children and young people of all ages to get creative. Keep your eyes peeled for more information coming soon!
- Talk about what change and adaptation mean. How have you noticed the world around you changing, and how have you adapted? Think about your favourite science experiment or activity, did it involve change? How have animals and people adapted to new environments over time? Is ever-changing technology making our lives easier, or are we adapting to fit it in?
- If you work in a school or with a community group, invite a special guest to share their own experience of change and adaptation. Are there any STEM professionals local to you, or museums to visit? Maybe a city planner could talk about how the places we live have changed and adapted to technology and growing populations?



CHANGE & ADAPT



Is your school keen to run events for British Science Week, but in need of a helping hand?

With the support of UK Research and Innovation (UKRI), we provide Kick Start Grants to help schools in challenging circumstances organise their own activities and events during British Science Week.

The grants scheme aims to engage students who might not usually choose to participate in science, and to promote cross-curricular learning. All kinds of events and activities are eligible for support!

Eligibility criteria

We can only accept applications from state-funded, non-selective schools, colleges, or Ofsted-registered Early Years settings in England, Wales, Scotland and Northern Ireland which meet at least one of the following criteria:

- over 30% of pupils eligible for pupil premium or equivalent
- over 30% of pupils who are from ethnic minority backgrounds
- small school based in a remote and rural location.

How to apply

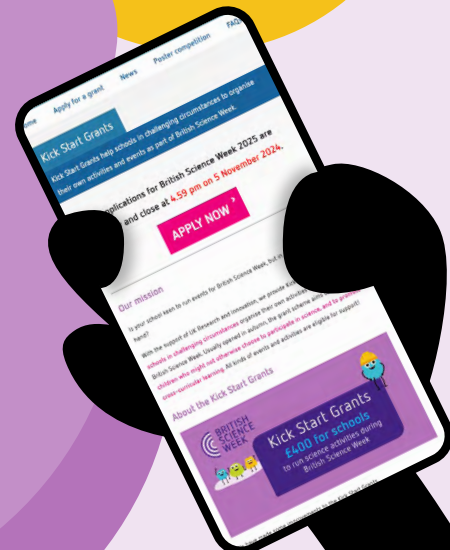
To apply, visit britishscienceweek.org/kick-start-grant and fill in the online application form.

Apply for a Kick Start Grant

What funding is available?

Kick Start Grant: A grant of £400 for your school to run events and activities during British Science Week.

The 2025 grants opened on **17 September** and close on **5 November 2024**. So, there is still plenty of time to submit an application!



Tips for applying for a Kick Start Grant



Your Kick Start Grant application should include some of the following details:

- How you will involve children supported by pupil premium, from ethnic minority backgrounds or with special educational needs and disabilities (SEND).
- How you will support girls to develop their STEM skills, understanding and passions.
- How you will involve children who wouldn't usually choose to participate in STEM activities.
- How you will support children and young people to take initiative and lead activities.
- How you will challenge stereotypes about science.
- How your events are cross-curricular.
- How your events raise awareness of the diverse range of careers studying STEM can lead to.
- How your events are embedded in your local community.
- How your events will have an impact on STEM activities throughout the year.

What have previous grant recipients done?

You can celebrate British Science Week with a Kick Start Grant in all sorts of fantastically fun ways.

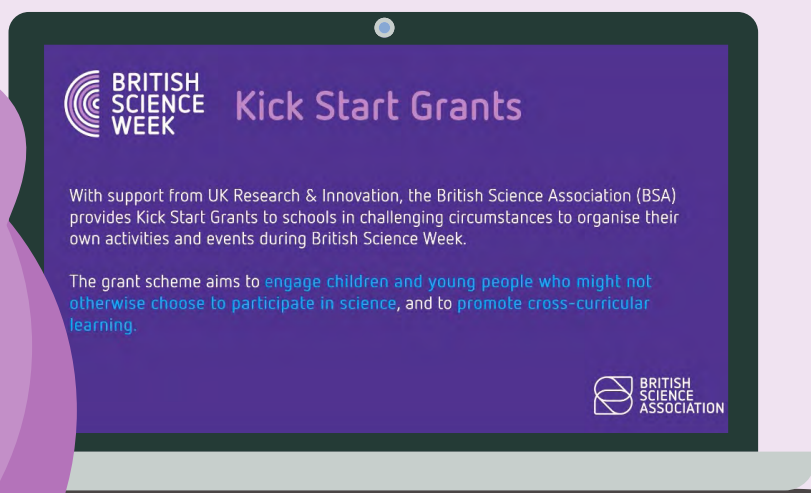
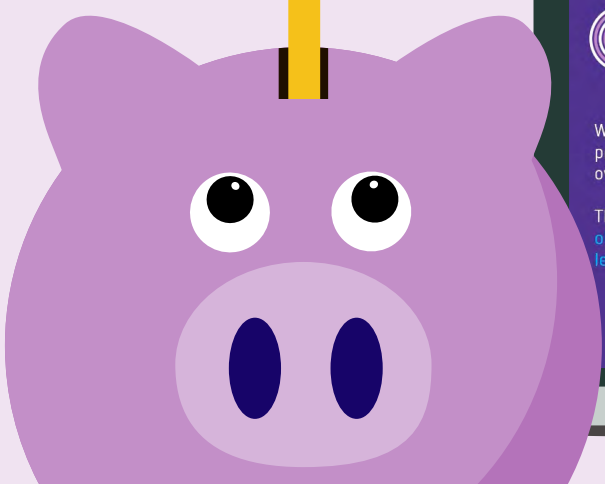
In 2022, Regent High School in London received a grant, and used it to fund a trip for Year 7 students to Kew Gardens, a large botanical garden in West London, where they took part in workshops. This allowed students at the start of their secondary school journey to experience STEM in a real-world context, hopefully sparking engagement that will carry on through the next stage of their education.

Hear from Regent High about their application and visit to Kew Gardens ✨

In 2023, Nether Hall School, a special school for students with a range of special educational needs, used their grant to help the whole school celebrate British Science Week together, through sensory activities tailored to the children's ability levels.

Hear more about the activities run by Nether Hall ✨

Head to our YouTube channel to watch a video of more top tips on applying for a Kick Start Grant. [youtube.com/watch?v=5PQDhwGGKVE](https://www.youtube.com/watch?v=5PQDhwGGKVE) ✨





CREST Awards

CREST Awards is a scheme run by the British Science Association that inspires young people to think and behave like scientists and engineers.

CREST projects are hands-on, student-led investigations that allow children and young people to develop STEM skills, communication and teamwork, and discover how STEM is relevant to their lives.

At primary level, pupils who complete six to eight activities can earn a CREST Star or SuperStar Award, recognised with a certificate. The Award is given for participation and engagement with the activities and there is no need to submit pupils' work at this level.

CREST Discovery Awards are typically completed by students aged 10-14 and they can be run at both primary and secondary level. Students earn

a Discovery Award by taking part in a five-hour group project. Discovery projects are perfect to run during one school day, but they can also be spread out across a week or term.

At secondary level, teachers or parents/carers can submit young people's project work for a CREST Award on the students' behalf. Secondary projects require between 10 and 70 hours of work depending on the level. Bronze projects can be teacher-assessed, while Silver and Gold are sent to expert, external assessors. On completion, the students receive a Bronze, Silver or Gold Award, recognised with a certificate.

What impact does CREST have?

We have found that there is around a 50/50 split of boys and girls completing CREST Awards, helping to smash the stereotype of science being 'for boys', and driving towards a more representative future STEM workforce.

Three in five schools who run CREST are in challenging circumstances; earning a CREST Award can be particularly beneficial for children from disadvantaged backgrounds.

Students eligible for free school meals who complete Silver CREST Awards see an improvement of two-thirds of a grade at GCSE science, and are 38% more likely to study STEM subjects at AS level.

Find out more in the [CREST Impact Report \(2021-22\)](#) ✨

CREST AWARDS STAR

Animal Adventure Activity Card

Cosmic and Gem are sitting on the climbing frame. They are bored.

"Let's go on an animal safari!" shouts Gem, jumping down.

"OK," Cosmic replies. He starts to pretend to be a tiger.

"This, not a pretend safari," says Gem. "I mean a real animal adventure." Cosmic looks puzzled. He follows Gem round the playground. She looks high, she looks low but doesn't seem to be able to find what she is looking for.

"Uncle Astro said that there are little animals, called minibeasts, all around us," says Gem. "But I can't see any."

"Wow! You must find lily pads and tigers and things!" asks Cosmic. "Come on, let's see if Uncle Astro can help us."

Where do you think Uncle Astro will tell them to look?

Your challenge

Go on an animal adventure and see how many animals you can find.

AN EXAMPLE STAR ACTIVITY: ANIMAL ADVENTURE

Star Animal Adventure

Get children exploring indoors and out, to find minibeasts and their habitats!

- Engage with animals and creatures in a real-world context
- Develop their practical science skills, using collecting jars and posters
- Discuss terms such as 'animal', 'minibeast' and 'invertebrate'
- Make and communicate decisions about where animals and minibeasts might live.

Every CREST SuperStar activity comes with a Resource Organizer Card to help you plan your session. It includes tips on what equipment you might need, as well as the time required to run it and what discussion points you could use with the children.

Animal Adventure

What to do



CREST Awards: What do CREST projects look like?

CREST projects can cover any STEM topic you can think of! Young people can design their own projects or they can choose an existing project to complete, running their own investigations based on an idea from our large resource library:

library.crestawards.org ✨.

Some projects from our resource library include:

- **Muddy mess** ✨ a Star activity that involves changing washing techniques to find which is most effective (typically completed by 5-7-year-olds)
- **Kite calamity** ✨ a SuperStar activity that involves building, testing and adapting a kite (typically completed by 7-11-year-olds)
- **Which crisps are the healthiest?** ✨ an investigation into positive dietary changes that secondary students could complete for a Silver Award
- **Hydrology** ✨ challenges older students to think about water solutions in a changing climate for a Gold Award

For inspiration for student-designed projects, check out some of our case studies:

- **George and his mechanical biscuit dunker** ✨
- **Nikola and her adolescent mental health room** ✨
- **Richard and his nutrition app** ✨
- **Mara and her essay on the underrepresentation of women in STEM** ✨

Tips for educators

British Science Week can provide a perfect opportunity to bring CREST to your lessons. To earn a Star or SuperStar Award, early years and primary school-aged pupils complete six to eight activities that should take around 45mins – 1 hour each. Children could work on these activities through British Science Week, and be presented with their certificates at an end-of-Week assembly or presentation.

Discovery projects can also be easily incorporated into British Science Week. As group projects that take around five hours, they could be done in one day – a Discovery Day – or run across the Week.



Secondary school projects usually cannot be completed within a week, but part of British Science Week at your school could involve students coming up with ideas for their projects and kicking them off to be worked on across the school year.

CREST projects are designed to be student-led and inclusive, allowing children and young people to explore relevant, real-life STEM challenges through practical, hands-on investigation and discussion at their level. CREST can be done by anyone! You may like to adapt or scaffold the activities, depending on the needs of your students.

Educators working with SEND students at secondary level may like to try our accessible **Design and make a pizza box** ✨ Bronze Award project, which can be found in our resource library.



Engage

Engage Grants

Grants for schools in challenging circumstances to help teachers run CREST Awards.



Engage, run by the British Science Association, is a community of teachers in schools in challenging circumstances who share ideas, access inspiring resources and apply for grants to help bring STEM to life for all young people.

By joining the Engage Teacher Network, as well as the benefits described above, you will have exclusive access to our Engage Teacher Conference, the opportunity to receive a **free CREST kit** box, and more!

What are Engage Grants?

Engage Grants are available to schools in challenging circumstances to help run CREST Awards.

We open applications twice a year – in the autumn and spring terms. Schools that have high numbers of pupils from backgrounds underrepresented in STEM are encouraged to apply for a grant of £350.

The Engage Grant is provided as £350 towards things like equipment, supply teacher cover and other costs for running the Awards, plus a voucher code to cover up to £350 CREST Award fees when submitted online.

How to apply

To apply, visit www.crestawards.org/engage/funding ✨ and fill in the online application form. The current round of grants closes on 15 October 2024.



UNLOCKING SKILLS

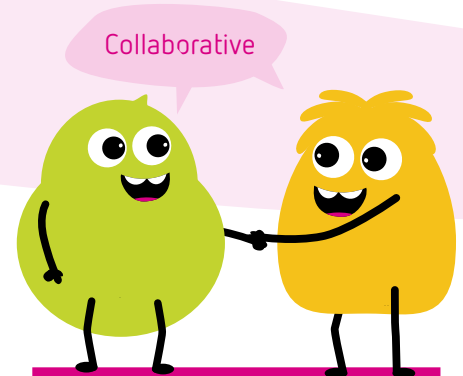
A fantastic way to encourage children to take an interest in STEM is to introduce transferable skills used by those working in STEM-related jobs.

These skills will strengthen positive attitudes and reduce stereotypes of those working in the field.

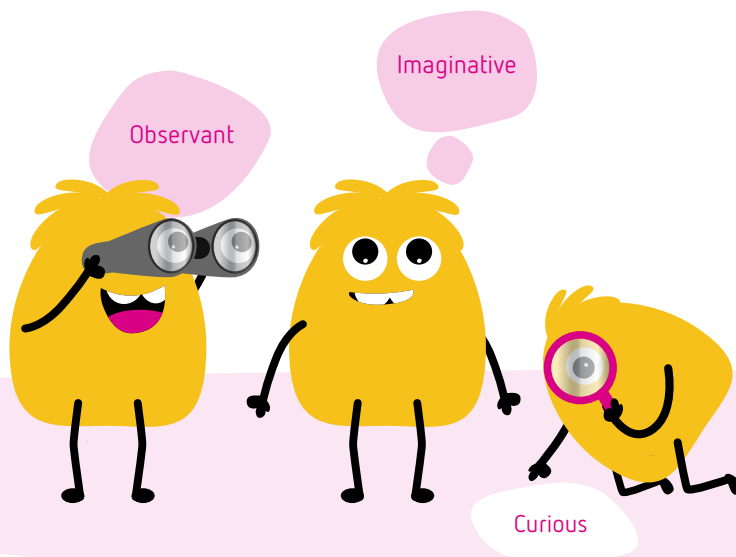
You could, for example, use the **STEM Person of the Week** ✨ activity from NUSTEM at Northumbria University or introduce a scientist from the British Science Association's **Smashing Stereotypes** ✨ campaign. Ask children to identify what

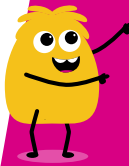
characteristics people working in STEM need. These might include being observant, creative, patient, good at communication, or curious. Look out for the skills unlocked tags for each activity in this pack.

The table opposite has a complete list of attributes developed by NUSTEM to use as a talking point or to share with other teachers.



Observant
Open-minded
Committed
Curious
Logical
Creative
Imaginative
Patient
Self-motivated
Collaborative
Resilient
Clear communicator
Passionate
Hard-working
Organised





Early years
These instructions are
written for adults to read

BE SEEN BE SAFE

This activity is designed to get children thinking about reflection and light. They'll test different materials to see how reflective they are, and decide which ones would be best to change into to keep you seen and safe in the dark!

For children aged 5 and under, but also works well for children up to 7 or those working at this level.

🕒 45 minutes

VIDEO AVAILABLE



📋 Kit list

A selection of materials e.g. different coloured fabrics, foil, black paper, shiny paper, reflective armbands if you have them

Torches

A place that you can partially blackout

📌 Instructions

- 1 Create a dark space by drawing curtains or working in a dimly lit area. If you have a large piece of dark material, you could create a den.
- 2 Have the children look at the different materials. Can they see them easily in the dark?
- 3 Let the children shine torches on the materials in turn and ask if they notice how some materials behave differently in the light.
- 4 Ask the children why it might be important to adapt our clothing when we're outside in the dark.
- 5 Ask which materials they think would be best to wear for an evening walk.
- 6 The children could present their findings by ordering or sorting the materials into good and bad reflectors. Could they design a piece of clothing to be worn at night? Older children could create a poster explaining how to be safe outside in the dark.



⚠️ Watch out

- Make sure that children are not wandering around in the dark with sharp objects.
- Make sure that the area is cleared of obstacles and dangerous substances.
- Make sure the children don't shine torches in their own or others' eyes.

➤➤ Next steps

This activity is one of the CREST Star challenges. Why not try some of the other activities with your children? You can find out more and download all the resources you need here: primarylibrary.crestawards.org ✨

If you are an adult wanting to run CREST Awards, visit the website for advice on how to get started: www.crestawards.org ✨

🏠 At home

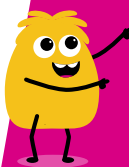
Children can experiment with torches at home, shining them on their clothes and other household materials to find which ones are reflective.

↔️ Career options

- People who design safety gear use reflective materials to help keep us safe.
- Wildlife biologists study animals to understand why some creatures have reflective eyes that seem to glow in the dark!

🔒 Skills unlocked

Observant, logical



Early years
These instructions are
written for adults to read

ROCKET REACH

This activity is designed to get children thinking about Earth and the Moon, and how far apart they are. They'll design & build paper rockets to fly between scale models of the two, changing and adapting their rockets as they go!

For children aged 5 and under, but also works well for children up to 7 or those working at this level.

🕒 45 minutes



⚠️ Watch out

- Always use child safe scissors.
- Launch the pointy-nose rockets from a line then have the children all collect their rockets at the same time.

➡️ Next steps

This activity is one of the CREST Star for early years challenges. Why not try some of the other activities with your children? You can find out more and download all the resources you need here: primarylibrary.crestawards.org/#tab_8gj07kXQVsxMrfh ✨

If you are an adult wanting to run CREST Awards, visit the website for advice on how to get started: www.crestawards.org ✨

For older children: 'Racing rockets' is a CREST SuperStar activity which is similar to this, but extends the learning for ages 7-11. It can be found in our SuperStar Challenges Collection: <https://primarylibrary.crestawards.org/all-superstar-challenges/61747644/148> ✨

🛒 Kit list

Flexible straws

Card and paper

Rocket templates
(on the next page,
optional)

Colouring pencils
and felt tips

Scissors

Glue

Sellotape

String

Inflatable ball or
globe around the
size of a beach ball
(this will represent
Earth)

Tennis ball (this will
represent the moon
– you could wrap
it in foil to make it
more moon-like!)

📖 Instructions

Before the activity you might want to show the children the inflatable ball and the tennis ball and explain that they represent Earth and the Moon. Ask the children to guess how far apart Earth and the Moon are, then wrap the string around the inflatable ball ten times. Stretch out the string, demonstrating the distance between Earth and the Moon.

- 1 Give children rocket templates in paper and card and help them to roll and stick them around a pencil to make cylinders. The children will need to give their rockets 'nose cones' by twisting or sealing one end.
- 2 Children could add fins and decorations to their rockets.
- 3 Place the rockets over straws and ask children to blow to 'launch' them.
- 4 Can they make changes to their rockets so they go further?
- 5 Older or more confident children could think about why some rocket designs are more effective than others.

🏠 At home

Children can design and build rockets or other flying objects at home, and adapt them to be able to fly as far as possible.

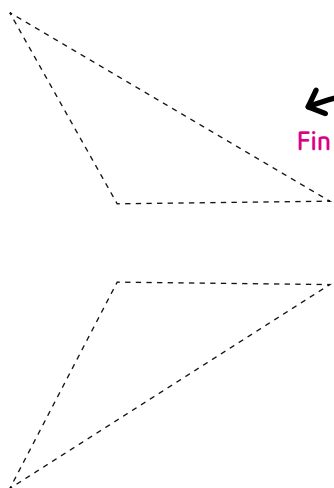
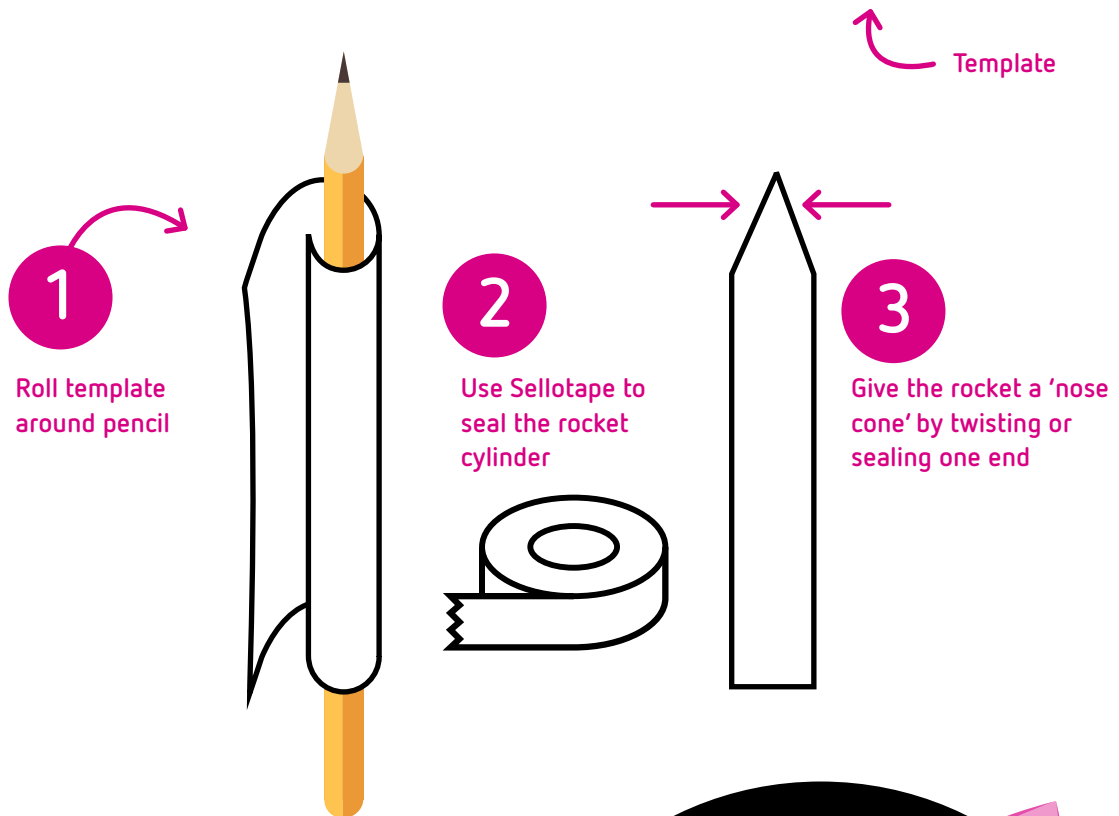
↔️ Career options

- Aerospace engineers design real-life rockets to fly into space!
- Aeronautical engineers design aeroplanes which can fly us all around the world.

🔓 Skills unlocked

Resilient, creative

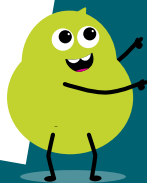
This activity was developed in partnership with The Ogden Trust.



Fin template

Children could add fins and decorations to their rockets.





These instructions are written for **primary children** or their teachers to read

MUSIC MAKER

This activity is designed to get you thinking about how different sounds are made. You'll test different amounts of water in bottles and other containers, and change the amounts to create new sounds. Can you make a song to perform?

For younger primary, age 5-7, or those working at this level.

🕒 45 minutes



🧰 Kit list

Several identical glass bottles

Additional glass or ceramic containers of different sizes e.g. flower pots, mugs, jars or cups

Spoons, pencils or other tappers

Food colouring (optional)

📖 Instructions

- 1 Collect the glass bottles that are all the same size and carefully pour different amounts of water into each.
- 2 Gently tap the bottles with the pencils, spoons and other tappers to discover the sounds they make.
- 3 Change the amounts of water in the bottles to create new sounds. Does changing which objects you use as tappers also change the sound?
- 4 If you line up the bottles in order of highest to lowest note, you will have made a musical instrument! You could add food colouring to the water to decorate your instrument.
- 5 Fill other types of containers with water and tap them to see if they make different sounds.
- 6 Using all your bottles, containers and tappers, create a simple tune and play it for an audience.

⚠️ Watch out

- Care needs to be taken when using glass. Check your organisation's policy for using glass.
- Clear up water spills and breakages quickly.
- Encourage children to tap gently.
- Food colouring can stain children's skin.

➤ Next steps

This activity is one of the CREST Star challenges. Why not try some of the other activities with your children? You can find out more and download all the resources you need here: primarylibrary.crestawards.org ✨

If you are an adult wanting to run CREST Awards, visit the website for advice on how to get started: www.crestawards.org ✨

🏠 At home

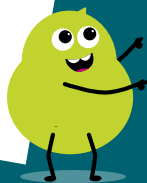
With help from parents/carers, create water instruments at home. How many different sounds can you make?

↔️ Career options

- Sound designers work with musicians to create music and sound effects.
- Sound engineers study how sound travels in different situations, such as concerts or underwater.

🔓 Skills unlocked

Creative, curious



These instructions are written for *primary children* or their teachers to read

PLAYGROUND GAMES

This activity is designed to get you thinking about how games can be adapted to include disabled children. You'll learn about the effects of limited vision and other disabilities, and design games that accommodate the needs of different players.

For older primary, age 7-11, or those working at this level.

🕒 45 minutes



🧰 Kit list

Games equipment such as bean bags, balls, cones, poles etc.

Bells and other noise makers

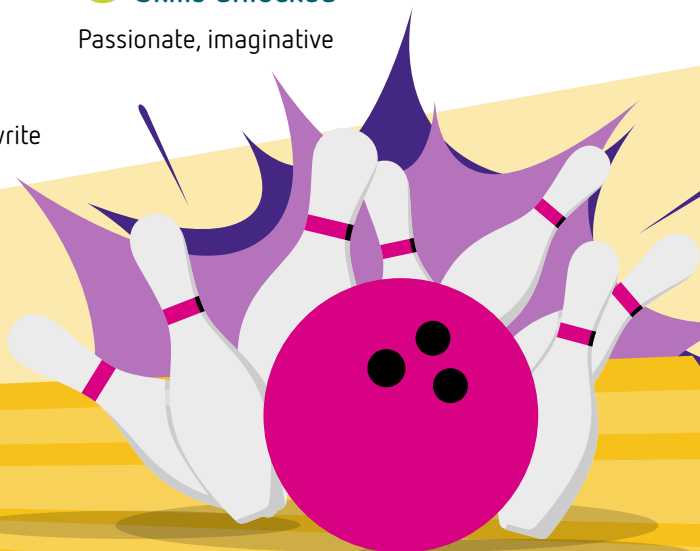
Torches and other lights

Ear plugs

Low-vision simulators

📌 Instructions

- 1 Think about disabled children, perhaps someone might be partially sighted, have limited hearing or use a wheelchair. How might this affect how they could play a game like ten-pin bowling?
- 2 Do some research and discuss your thoughts. Perhaps use a blindfold to help you understand what it is like to not be able to see.
- 3 Using your equipment, design a game or set of games that could be played together by disabled children and non-disabled children. How could you adapt a game like bowling? Perhaps you could use a noisemaker near the pins to help children with low vision find them.
- 4 Test your ideas and share your games.
- 5 You could take photos or a video of someone taking part in your games, or write instructions for how to play them.



⚠️ Watch out

- Before restricting sight, hearing or movement, ensure children are in a safe space and have appropriate support. Watch out for any children showing signs of distress.
- Follow your organisation's guidelines for outdoor work.
- Make sure any alterations made to sports equipment are safe.

➤➤ Next steps

This activity is one of the CREST SuperStar challenges. Why not try some of the other activities with your children? You can find out more and download all the resources you need here: primarylibrary.crestawards.org ✨

If you are an adult wanting to run CREST Awards, visit the website for advice on how to get started: www.crestawards.org ✨

🏠 At home

When you play games at home with your family/carers, think about changes you could make to include people with different needs.

↔️ Career options

- Occupational therapists help disabled people to live independent lives.
- Disability sports coaches help adapt sports to be inclusive of and accessible to disabled people.

🔒 Skills unlocked

Passionate, imaginative

WASTE-FREE LUNCH

This activity is designed to get you thinking about how we change our lunch choices to be more eco-friendly. Packed lunches often involve lots of unnecessary plastic packaging. You'll test different containers for crisps, and make a poster encouraging your friends to adapt the contents of their lunchboxes!

For secondary school students up to approximately age 14.

🕒 1 hour (plus around 20 minutes to introduce and set-up the investigation)



🛒 Kit list

Several packets of plain crisps

Tupperware boxes made of plastic and glass if possible, paper bags, plastic sandwich bags, bowls, small cardboard boxes, other containers

Cling film

Paper

Pens and pencils

📄 Instructions

- 1 Prepare several different containers that crisps could be stored in, including a bowl covered with cling film.
- 2 Keep one packet of crisps unopened as a benchmark. Place an equal amount of the same type of crisps into all your other containers. Leave overnight.
- 3 The next day, at the start of the lesson, inspect all the crisps from the different containers and open the unopened packet to compare.
- 4 Which containers have kept the crisps the freshest? Would buying a large bag of crisps rather than multipacks and putting portions into these containers reduce single-use packaging in your lunchbox? Are some of the containers more suitable than others? Which one would you choose for a packed lunch and why?
- 5 Think about other ways you could change your lunch choices to reduce waste. Make a poster to display in your school to encourage students (and teachers!) to follow suit.

⚠️ Watch out

- Check if students have allergies to any of the ingredients in the crisps.

➡️ Next steps

This activity can be put towards a Bronze CREST Award. Find the full activity in the CREST resource library. <https://secondarylibrary.crestawards.org/#Bronze> ✨

🏠 At home

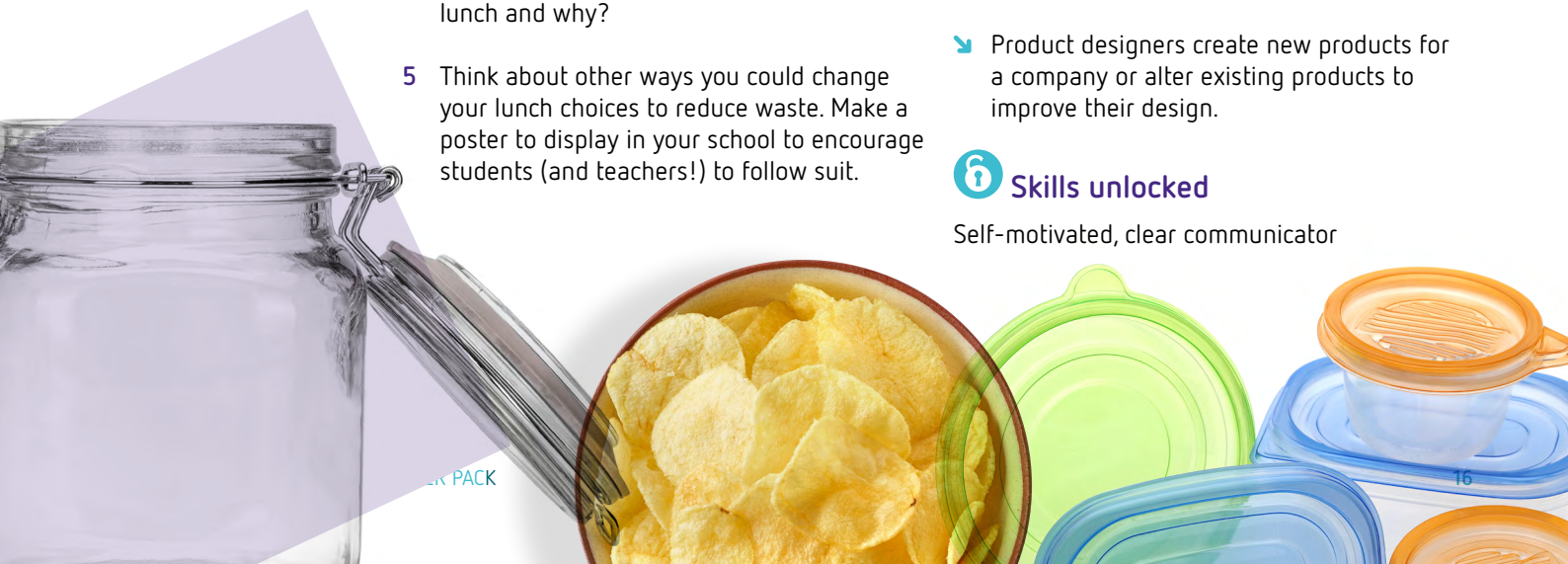
Think about other areas of your life where you could make changes and adaptations to use less single-use plastic.

↔️ Career options

- Environmental scientists use their knowledge of the natural sciences to protect the environment.
- Product designers create new products for a company or alter existing products to improve their design.

🔒 Skills unlocked

Self-motivated, clear communicator



ENRICH MY CLASSROOM WITH ERGONOMICS

This activity is designed to get you thinking about ergonomics. People who work in ergonomics might study a classroom and make it better by designing new products or ways of doing things. You'll be investigating the design of tools for sitting and writing – something you do a lot of at school!

For secondary school students up to approximately age 14.

🕒 1 hour



📦 Kit list

Seating risk assessment
(on the next page)

Desks and chairs
(this activity will work best in a classroom)

An internet-connected device

A selection of pens and writing tools

Paper



📌 Instructions

- 1 Form teams of two. Use the 'Seating risk assessment' on the next page to assess how your partner is sitting. Workplaces use assessments like this regularly to ensure the furniture provided is suitable for each person.
- 2 Think about all the different types of seating available, for example yoga balls and chairs with different arm or back rests. Use the internet to research other types of seating that might make sitting in a classroom more comfortable.
- 3 What type of seating would you recommend for your partner?
- 4 Ask your partner to try lots of different pens and writing tools. Ask them what they liked or disliked about the pens.
- 5 Design a new pen grip for your partner that would help make any pen comfortable. Sketch your design, labeling the materials you would use and explaining how it would work.

⚠️ Watch out

- Make sure students sit on chairs correctly, no swinging back.

➤ Next steps

This activity can be put towards a Discovery CREST Award. Find the full activity in the CREST resource library.
discoverylibrary.crestawards.org ✨

🏠 At home

Think about the things you do a lot at home, could the furniture and objects be adapted to make them more efficient and comfortable?

↔️ Career options

Product designer, occupational therapist

🔒 Skills unlocked

Observant, creative



Name

Assessed by

Date

Average time seated
(hours per day)

Question

Yes / No

Comments

Is the desk at a satisfactory height? For example, can you sit comfortably and write?

Is there adequate leg room under the desk to sit comfortably?

Is your chair fully adjustable (seat height, back height and back tilt)?

Futher comments

SMASHING STEREOTYPES

Smashing Stereotypes is a collection of stories about people who challenge stereotypes in science. They're here to show you that people just like you become scientists.

These pages could inspire secondary school students

We have a collection of over 40 stories from individuals and teams from a variety of different backgrounds that challenge these long-standing stereotypes, encouraging more young people, from all backgrounds, to see themselves as scientists.

With profiles of chefs, product designers, and fitness professionals, Smashing Stereotypes proves that science is for everyone, whatever your interests, background, or career path.

Smashing Stereotypes showcases the variety of careers on offer and highlights careers that you may not initially associate with STEM. The campaign also reinforces that there's no 'typical' route into a science role.

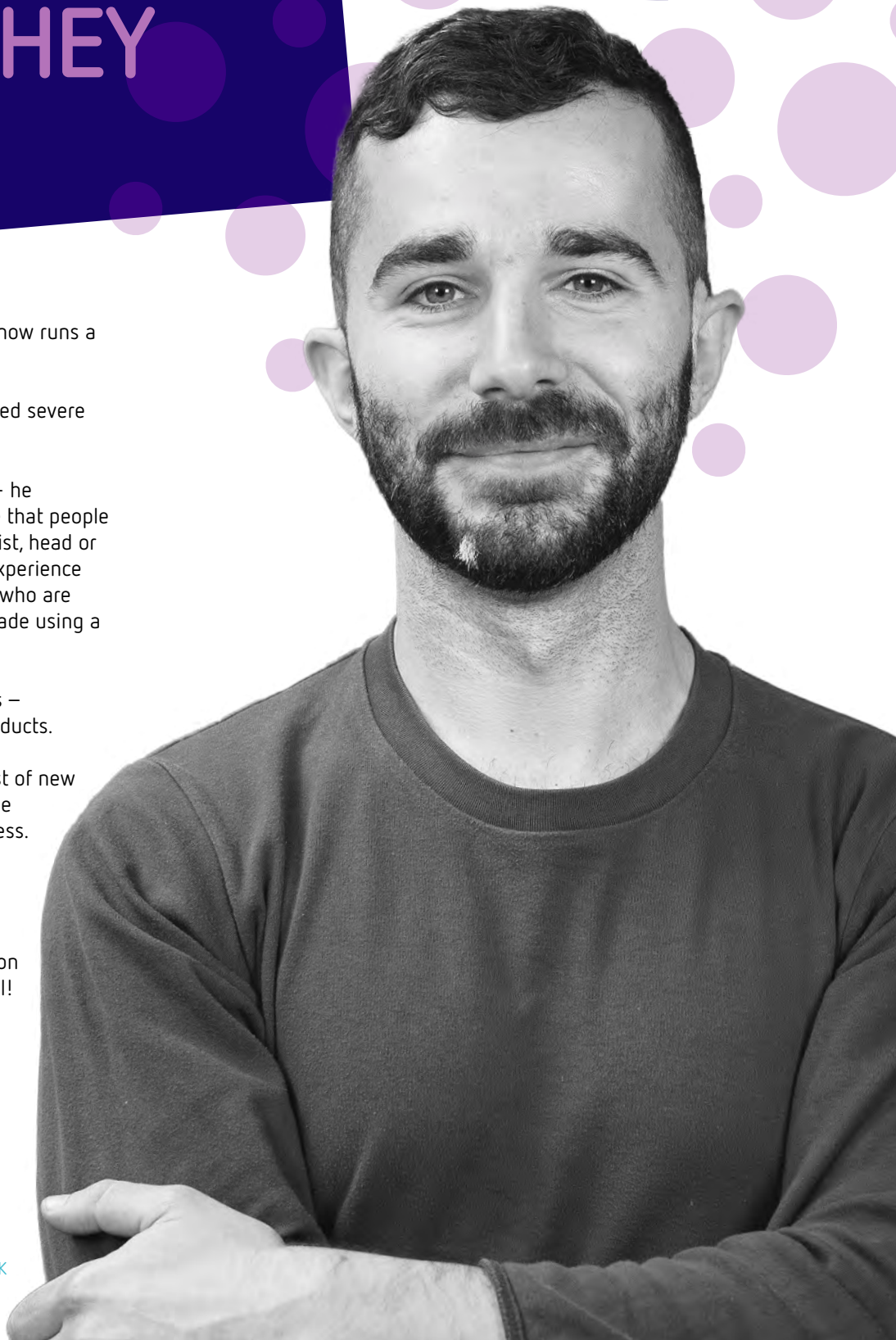


SMASHING STEREOTYPES

MEET ZHEY TECHNOLOGY INVENTOR

Check out Zhey's full
profile on the British
Science Week website ✨

- Zhey grew up in Bulgaria but now runs a tech business in London.
- He had a job in IT but developed severe hand pain, so had to leave.
- His journey didn't stop there – he invented a new type of mouse that people could wear on their arm or wrist, head or foot, supporting others who experience chronic pain in their hands or who are disabled in other ways that made using a traditional mouse difficult.
- He now runs his own business – Feathertail – selling these products.
- Zhey had to learn a whole host of new skills in the development of the mouse, and running his business. He mastered the software development and electronics abilities needed to build the mouse, though he says he wishes he'd paid more attention in maths and physics at school!



SMASHING STEREOTYPES

MEET TUMI

COSMETICS QUEEN

Check out Tumi's full
profile on the British
Science Week website ✨

- Tumi loved science at school, but wasn't sure what to study at university.
- Her passion for beauty and science have since collided and she has worked on creating and formulating numerous types of cosmetics – mouthwash, toothpaste, perfumes, skincare and sunscreen.
- Tumi is now the Scientific and Innovation Lead at TheGelBottle, a company which pioneered a new type of gel which encourages nail strength and growth.
- Alongside her full time role, Tumi is a STEM Ambassador for the British Beauty Council's Future Talent Campaign, spreading the word about cosmetic science and the fulfilling and varied careers within this space. Tumi helps students understand that they too can combine science with other passions.



SMASHING STEREOTYPES

MEET NILE

DRIVING MOTORSPORTS INTO STEM

Check out Nile's full profile
on the British Science
Week website ✨

- Nile was always entrepreneurial. His first business venture involved selling sweets and drinks in the playground when he was at school.
- After studying software engineering in college and a gap year exploring Australia and America, he was unsure what his next steps should be.
- A 9-5 office job didn't appeal to him, and nor did university. But he had watched his younger brother, Blair, train to be a motorsports driver, and understood the financial burden of this. The cost of getting involved in motorsports means that not everyone has the opportunity.
- Nile's entrepreneurship drove him to found a social enterprise called The Blair Project, named for his brother.
- The Blair Project provides opportunities for young people to learn about the motorsports industry and develop 'green' skills. Their ProtoEV challenge gets students to transform a petrol go kart into an electric one!



KIDS INVENT STUFF COMPETITION



Design an invention to help Little Alex Horne be the best Taskmaster's Assistant ever. Best invention wins.

YOUR TASK

Taskmaster Education have teamed up with the brilliant YouTube Channel, Kids Invent Stuff, to set an exciting new task for any and all budding inventors out there. For this special task, you need to:

Have a go at designing an invention that will help Alex to be the best Taskmaster's Assistant, and one lucky entrant will have their invention built by Kids Invent Stuff and tested by Little Alex Horne himself at the Taskmaster house!

Simply design your invention on the included sheet, and then either email it to hello@kidsinventstuff.co.uk upload it at <https://kidsinventstuff.com/submit-your-invention> ✨ or post it to:
FAO Ruth Amos, Kids Invent Stuff,
Alison Business Centre, 39-40 Alison Crescent,
Sheffield, England, S2 1AS

The deadline for entries is Friday 13 December.

KIDS INVENT STUFF

Kids Invent Stuff is the YouTube channel where **4-11 year olds** have the chance to get their invention ideas built by engineers Ruth & Shawn!

Whether it's an engineering musical or a giant chain reaction machine to set a world record, they're experts in turning young people's ideas into real-world and digital STEAM engagement opportunities.

**ENTER
NOW**

TASKMASTER EDUCATION

Taskmaster is Channel 4's BAFTA-winning smash hit comedy entertainment show where the almighty Taskmaster (Greg Davies), with the help of his loyal assistant (Alex Horne, also the show's creator), sets out to test the wiles, wit and wisdom of five hyper-competitive comedians through a series of ludicrous tasks.

Taskmaster Education takes elements of the show and uses them to inspire, engage and teach children and young people.

Little Alex Horne



TASKMASTER CLUB TASK TELL US ABOUT YOUR INVENTION...

Design an invention to help Alex Horne be the best Taskmaster's Assistant ever. Include as much detail as possible and submit your entry following the above instructions. Alex will then pick one and the team at Kids Invent Stuff will make it for him. Boom!

You can also upload it at
kidsinventstuff.com/submit-your-invention 



Your name

Your age

Describe your invention


Intellectual Property Office is an operating name of the Patent Office.

 BRITISH
SCIENCE
WEEK
2025




Intellectual
Property
Office

TASKMASTER CLUB TASK DRAW YOUR INVENTION...

Bring your invention to life below and then enter it using the above instructions. If you'd like to do more fun tasks every week, find out more about Taskmaster Club at <https://taskmastereducation.com/clubs> 

Name of invention

Draw your invention

Intellectual Property Office is an operating name of the Patent Office.



britishscienceweek.org

