

RUNNING A VIRTUAL MY SKILLS MY LIFE SESSION



INTRODUCTION



My Skills My Life is a tried and tested outreach resource created by WISE to inspire girls to consider a career in STEM. It is an interactive, online tool that allows girls to find out their personality types and shows them role models with similar personality types working in STEM. The role model case studies include information about pathways and brings the role models to life for the girls. The online platform also includes information about companies and the opportunities they have to offer.

WISE has committed to engage more girls to consider studies and careers in STEM – and reach 200,000 girls in the next 4 years. To achieve this, we need your help in spreading the word and running your very own My Skills My Life sessions.

WISE has developed online training to accompany the My Skills My Life resource. The training platform has been designed to ensure all ambassadors are clear on the methodology of the resource and expected outcomes, to ensure the message to girls is quality controlled and all messages are aligned.

This document will guide you through how to run your very own **virtual My Skills My Life session**. It is packed full of hints and tips to ensure your session runs as smoothly and efficiently as possible.

We hope you find this useful and if you have any questions or concerns, please email info@wisecampaign.org.uk and we will get back to you as soon as we can.

CHECKLIST

In order to guide you through running your very own virtual My Skills My Life session, WISE have created a step-by-step guide for you to follow. In this pack, we'll look at each step in more detail providing you with everything you need.

1. Complete the My Skills My Life training
2. Browse the resources available to you
3. Decide which session you'd like to run
4. Find role models—ensure they've all completed the quiz and know their personality types
5. Fix a time and date
6. Set up the session on your webinar software
7. Advertise the session
8. Run a test session with your role models
9. Send preparation email to attendees
10. Create a feedback form
11. Run the session
12. Send thank you messages to role models and all those involved
13. Collect feedback
14. Log your session on the platform
15. Share with WISE

MY SKILLS MY LIFE TRAINING

1. Complete the My Skills My Life training

Before you can run a My Skills My Life session, it's essential that you complete the training and have access to the training platform. The training platform is also where you'll need to log your session once it is complete, so keep hold of your login details!

Company Account

Companies can purchase a Company Account, giving them 30 licences to the full training, additional resources and a 1 hour personalised webinar to chat through your outreach programme. For more details on company accounts, please [click here](#)¹.

STEM Ambassador Account

If you are an individual wanting to run a session, we can offer the training for STEM Ambassadors. This is free to access and covers basic training and resources. To register for an account, please [click here](#)². In order to complete your training and receive your certificate, you must log a session on the platform. Details on how to do this can be found later in this pack.



My Skills My Life Training

MY SKILLS MY LIFE TRAINING

2. Browse the resources available to you

On the platform, you have access to a Learning Catalogue, which is where you'll find the training and also your Resource Library.

Company Account

You will have access to the PowerPoint slides and the Paper Resource, as well as access to the additional resources including example letters to schools, information on health and safety/safeguarding and key messaging.

STEM Ambassador Account

If you hold a STEM Ambassador account, you will have access to the PowerPoint slides and the Paper Resource.

MY SKILLS MY LIFE
A campaign by WISE

Question Sheet

1. I like to work...
with others (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

2. I am good at...
being creative and thinking of ideas (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

3. I am good with...
numbers and money (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

4. I like to be...
organised and plan (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

5. I am good at...
remembering facts and figures (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

6. I enjoy...
building things and making them work (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

7. I like to...
work with my hands (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

8. I like to...
work with computers (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

9. I like to...
work with people (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

10. I like to...
work with animals (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

Wise Campaigner

For more information visit:
www.wisecampaign.org.uk

ISHTA CHATTERJEE
GRADUATE IMPLEMENTATION ENGINEER
ARM
What does Ishta do? Ishta designs and checks semiconductor chips, which provide the 'brain' to all our technology. She may have designed the chip in your smartphone but she doesn't design things that you cannot usually see, knowing that she is designing here and better designs each time.
Postgraduate: Ishta studied for BSc in Electronics and Communications Engineering in India. She has a master's degree in Advanced Control and Systems Engineering.
Employers: ARM Systems, Arm, Hyderabad.

EMMA RYAN
RESEARCH ENGINEER
REACTION ENGINES
What does Emma do? Emma researches the commercial viability of new and existing manufacturing (MAM). She makes experiments in order to better understand the nature of materials and to reduce or control it so that MAM can be used in industry to make parts.
Postgraduate: Emma studied A Levels in Maths and Physics and then a BSc in Physics.
Employers: Herriot-Watt, Jacobs, University of Leeds.

CAITLIN POWER
MECHANICAL ENGINEERING
BOOP, EMPLOYERS
What does Caitlin do? As a Mechanical Engineering Apprentice, Caitlin helps to design heating, ventilation and air conditioning systems in buildings of all different shapes and sizes. Caitlin will work on the design of the systems, preparing them to be built, and if these designs are approved the systems are installed.
Postgraduate: Caitlin is currently in her second year on a Building Services and Engineering course.
Employers: Herriot-Watt, Jacobs, University of Leeds.

ROSALIND PAUL
RESEARCH ASSISTANT
DUNDEE CITY UNIVERSITY
What does Rosalind do? Rosalind researches obtaining energy from food waste and organic design, as well as other organic materials. Her work looks at energy plants and how to get the most out of the biomass fuel sources. Biomass is a renewable energy source and her work will have a positive environmental impact.
Postgraduate: Rosalind has a degree in Chemistry and is completing her PhD in Biochemical Engineering.
Employers: University of Sheffield, University of Manchester, University of York.

MY SKILLS MY LIFE
Personality Type Tally Sheet

A B C
D E F
G H I
J K L

The Paper Resource

TYPES OF SESSION

3. Decide which type of session you'd like to run

My Skills My Life sessions are flexible to work around the length of time you have, the resources and staff available and your audience. However, a session must include:

- Completion of the quiz.
- An opportunity for the audience to hear from/read about role models working in the STEM sector.

We've got a few session suggestions for you of varying lengths below, but feel free to pick and choose the aspects of the sessions most important to you. You need to feel comfortable with the session format and its content.

Session Outlines

a) Short Session (approx. 40 minutes)

This session works for those who want to run a session by themselves.

- Join the session about 10 minutes before you're due to start to check audio and visuals are working. Ensure PowerPoints are ready to go!
- Check sound & visuals, wait for everyone to arrive. (5 minutes)
- Introduction—introduce yourself, the premise behind the session (we want to show girls the options available to them) and how the session is going to run. (5 minutes)
- Quiz—give the girls 10 minutes to complete the quiz, and have a discussion over the personality types they matched with and what they mean. (15 minutes)
- Introduce your company and your career. (5 minutes)
- Q&A session—gives girls the opportunity to ask what they want to know. With a larger audience, have someone moderating the questions and making a note of them throughout. (10 minutes)

TYPES OF SESSION

b) Medium Session (approx. 60 minutes)

This session works well with a small group of (no more than 3) role models.

- Get the role models to join the session about 20 minutes before you're due to start to check audio and visuals are working. Ensure PowerPoints are ready to go!
- Check sound & visuals, wait for everyone to arrive. (5 minutes)
- Introduction—introduce yourself, the premise behind the session (we want to show girls the options available to them) and how the session is going to run. (5 minutes)
- Quiz—give the girls 10 minutes to complete the quiz, and have a discussion over the personality types they matched with and what they mean. (15 minutes)
- Role Model talks—short presentation by each role model, lasting no more than 5 minutes each. (20 minutes)
- Q&A session—gives girls the opportunity to ask what they want to know. With a large session, have someone moderating the questions and making a note of them throughout. (15 minutes)
- Top Tips—each role model gives their number one tip to girls thinking about a career in STEM. (5 minutes)

Alternatively, hold a short Q&A after each individual role model presentation. This helps in keeping the audience engaged.

c) Long Session (60-120 minutes)

If you have 4 or more role models, we would suggest a longer session to give the role models all time to share their experiences and words of wisdom. This session encompasses the quiz, role models talks and interactive activities.

- Follow the session plan for a Medium session but introduce additional activities between the role model talks. These are detailed on page 8.

TYPES OF SESSION

Other Session Types

Mum and Daughter Sessions

Mums play a key role in the careers that their daughters choose, and it's really important to have them on board. We really encourage Mums to complete the quiz alongside their daughters so run a lot of our sessions as 'Mum and Daughter sessions'.

Paper Resource Session

If you're running a session with a smaller group of girls who don't have access to the online platform, you can run the paper resource. In order to do this, you will need to use the 'Paper resource' slides in your Learning Resources. Instead of asking girls to create an account in the pre-session email, send them the paper resources to print off beforehand.

Virtual Site Visit

With a face to face My Skills My Life session, we would always recommend using it as part of a series of interventions, rather than a one off session. The same applies for online sessions. If you're in work, you could offer a virtual site visit using a live broadcast or through photos (depending on the security measures within your workplace).

ADDITIONAL ACTIVITIES

Guess the Object

You can either use a photo of an object, or you can show the object on camera that you'd use as part of your job. Girls have 5 minutes to ask you any questions about the object, using these to work out how you'd use it in your job and what it's used for.

Job related activity

Girls often struggle to see how the work they do in school can be used in real life. Is there anything you learnt at school that you use in your role now? Is there an activity you could ask the girls to participate in that relates to your day to day job?

The Cost of Living

Girls may see a salary of £16,000 and think 'Wow, that's so much money!'. If you're holding a Mother and Daughter session, get the girls to discuss with their parents how much the cost of living is, and calculate how much money they'd be left with after tax, bills, rent and food has been paid for!

Salary Matching Activity (Company Account only)

If you have a company account on the platform, you can find this activity pack within your learning catalogue. It lists a number of different average salaries and a number of different jobs. Challenge the girls to match the salaries to the correct job. Are they surprised? Which salary would they rather have?

Keeping Your Options Open Presentation (Company Account only)

The salary matching activity goes hand in hand with WISE's 'Keeping Your Options Open' slides. This is another available with a company account. It gives you a presentation to run through with details about average salaries for different jobs, different degrees and further information.

ROLE MODELS

4. Finding Role Models

For a longer session, role models are key. Girls love to hear their stories and get their questions answered. We recommend having a variety of role models—those in different careers and those who took different routes to get there.

When thinking about which role models to invite, it's a good idea to decide what the aim of the session is. Is there a particular department or sector you want to highlight? Do you want to highlight different routes into roles? Or would you like a wide breadth of role models?

If you're running a company led session, spread the word around your company. You can browse the [My Skills My Life platform](#)³ to find role models from your own company.

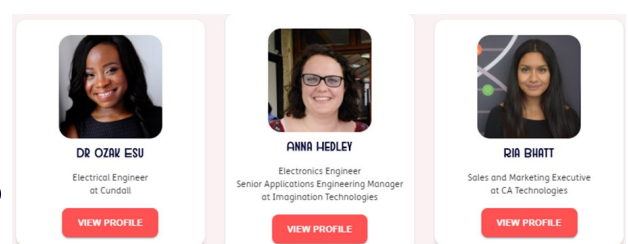
We suggest the majority of the role models are female and under 30, as these are who girls will more closely relate to. We would welcome male role models and older role models to join for these sessions, but the most important thing to remember is that they need to be engaging and able to simplify the work they do (given they'll be speaking to girls as young as 11).

There are a few things role models will need to do before the session:

- Complete the My Skills My Life quiz and know their personality types. If female role models under 30 don't have a profile on the platform, encourage them to create one.
- Learn how to simplify their job and explain it using simple language—no acronyms or specialist terms.
- Ensure they have a working webcam so can be on video for the session.

Struggling to find role models?

- You can post on our My Skills My Life [LinkedIn group](#)⁴ to ask if anyone would like to help.
- Post a tweet with your request—mention @thewisecampaign and we can share it.
- If you still struggle to identify role models for your session, please drop an email to info@wisecampaign.org.uk and we will strive to help you where possible.



SETTING UP THE SESSION

5. Set a time & date for the session

This step is interchangeable with Step 4. This could be based on your availability, role model availability and the best time to run a session. Weekday evenings will mean parents can join in the sessions with the girls. Online sessions allow you to have greater flexibility with this.

6. Set up the session

There are lots of webinar and online meeting software programmes out there and each company and person will use something different. Use a software you are comfortable with and know how to operate well.

One thing to bear in mind will be the number of girls you're expecting in the session. For large numbers, a webinar programme will be easier so you don't have to worry about having to mute participants. You will need a chat or question function so girls can type questions to the role models.

For smaller sessions, we would recommend meeting software programmes. This will allow role models to have more engaged conversations with the girls. It would be good to give girls the chance to ask questions verbally or through a chat function if they are less confident.

Depending on how girls will need to register for the session, you can set up (for example) an Eventbrite page for people to register through, or a link directly through the meeting software.

7. Advertising the session

The size of the session you wish to run will affect how widely you'd like to advertise. We've noted a few suggestions below:

Company—to start with, your company will be filled with parents with daughters. Use company newsletters, emails, the intranet! It's also a great group of girls to run a practice session with!

Email—if you'd like to run a slightly larger session, you can get in touch with local schools and community groups (i.e. Guide units) to invite them to your session.

Social Media—LinkedIn, Twitter & Facebook are great ways to spread the word about your session to a very wide audience. Make sure you tag @thewisecampaign in your tweets and #MySkillsMyLife so we can share your posts!

FINAL PREPARATIONS

8. Run a test session

Technology is wonderful, but it can also be a bit unreliable sometimes. Before running any session with the public, we would suggest that you have a practice run to check everyone's audio and visuals work. It's also a good idea to run through role model presentations and check you're happy with what they're saying.

9. Send a preparation email to attendees

If you'll be using the online My Skills My Life tool, for ease during the session, girls will need to register for an account on My Skills My Life ahead of time. Girls under the age of 13 are unable to register accounts themselves because of GDPR, so will need a Parent/Guardian or Teacher to do this for them.

Additionally, you'll need to let them know any equipment they'll need for the session and finer details about how to use your webinar/meeting software.

We recommend sending this out a couple of days ahead of the session and you'll find an example pre-session email on page 15 of this information booklet.

10. Create a feedback form

Feedback is really important to gather so we can learn how to improve on future sessions. We'd suggest sending out a feedback form immediately after the session, or it's even better to gather feedback within the session itself!

Example Questions:

1. What was the best thing about the session?
2. What did you learn in the session?
3. What would you change about the session?
4. Was the session easy to join?

THE SESSION

11. The Session

We wish you the best of luck for running the session! To ensure it runs as smoothly as possible, we've got some last top tips to help you.

Top Tips

- Log on 20 minutes before the session to check all the technical requirements on your end and for your role models.
- It often takes people a while to log on to the session and check their audio and visual is working. Allow an extra 5 minutes at the beginning to ensure everyone has logged in successfully. Check everyone can hear you by asking the audience a question!
- Explain how to use the chat/question function and have a practice question with your audience to check they understand.
- Make sure you've got a couple of staff on the line. If you have a separate question box, have someone running the session and someone else looking after the questions.
- Keep your agenda in front of you for the session to ensure you stick to time.
- Communicate the agenda to the audience so they know what will be happening within the session and what to expect.
- Make sure all other browsers and applications are closed to ensure the best connection.
- Keep everyone on mute when they're not speaking.
- Have some questions ready ahead of time to ask your role models to get the ball rolling for the Q&A if your audience haven't asked any.
- Finish with something positive! Top tips from role models are a great way to do this. Remember to prepare your role models beforehand for this.

AFTER THE SESSION

12. Say thank you

After the session, ensure to drop a message to your role models and everyone involved with organising the session.

13. Post session email to attendees

You also need to send a follow up email to your attendees. This is a key chance to say thank you for attending the sessions, sharing a feedback form and/or sharing a recording of the session. Make aware of opportunities within your company that they may be interested in. Signpost them to your website or with contact details.

14. Log your session

Our target with My Skills My Life is to reach over 200,000 girls over the next 4 years and we can't do this without your help. It's vitally important for you to log your sessions on our platform. To log your session, follow the following steps:

1. Visit your training profiles [here](#)⁵.
2. You will be automatically taken to the login page, please log into your account.
3. Click 'Record My Skills My Life session' and input the session details.

15. Share your story with us!

If you've run an online My Skills My Life session, we'd love to hear from you! Please let us know how it goes and any feedback you receive. Share your stories and share your photos. We're always on the look out for companies to be the focus of case studies to show everyone how it's done.

ADDITIONAL HINTS AND TIPS

Watch a Session!

If you're feeling nervous about running your own session, watching somebody else run one first can be a great boost of confidence.

WISE ran our very own online My Skills My Life session which you can watch [here](#)⁶.

External websites

We encourage interactive elements of the sessions to make them more engaging for girls. Some webinar programmes allow for these internally, but if they don't, a few suggestions of websites which allow this are linked below:

[Kahoot](#)⁷— an interactive quizzing app.

[Slido](#)⁸—an interactive Q&A, giving audience a chance to upvote the questions they most want answered.

[Mentimeter](#)⁹—interactive quiz, Q&A and feedback software.

Follow-up Sessions

We'd always recommend you use My Skills My Life as part of a series of interventions to have a bigger impact. An online session could be followed up by:

- Ask girls to complete an activity after the sessions. For example, 'Choose a role model and research their job'. This works better if your audience are in a school or group setting.
- A (face to face or virtual) site visit.
- Further sector specific sessions, after a more general session.

EXAMPLE PRE-SESSION EMAIL

Hi all,

Firstly a big thank you for registering for our LIVE online My Skills My Life session! We hope you are looking forward to the session. There's a couple of things that we would like you to do so that you can have the best experience:

Before the Session

Please can you create an account on www.myskillsmylife.org.uk. You will need to verify your email address before you can access the platform, and this will allow the session to run much smoother. If you have any issues (e.g. not receiving the verification email), please email info@wisecampaign.org.uk. Please do not complete the quiz yet as we will be doing this in the session.

There are several types of account so make sure you set up the correct one:

- Girls aged 13 and above, please register with a 'Student' account and you will be asked to input your school.
- Girls aged 12 and under, please ask a parent or teacher to create an account for you.

Equipment Needed

- Pen and paper (for the icebreaker activity).
- Access to an Internet Browser (via computer/phone/tablet) to join the session.
- Each person joining in will need a separate account & device to complete the quiz on.

During the Session

- *Insert specific details about the instructions for your meeting/webinar software.*

After the Session

After the session, we would recommend further exploring the platform. The role models on the session are just a small fraction compared to the number we have on the site itself.

We will also send around a short feedback form for you to complete, so we can learn how to improve for further sessions.

Please note: the session itself will be recorded and we will share this with you afterwards.

LINKS AND CONTACT DETAILS

Links

1. <https://www.wisecampaign.org.uk/my-skills-my-life/>
2. <https://www.wisecampaign.org.uk/my-skills-my-life/>
3. www.myskillsmylife.org.uk
4. <https://www.linkedin.com/groups/13501991/>
5. <https://lms.cloudtrainer.co.uk/training/profile>
6. <https://www.youtube.com/watch?v=HHzHF2hf8rA>
7. <https://kahoot.com/>
8. <https://www.sli.do/>
9. <https://www.mentimeter.com/>

Contact WISE

If you have any further questions about My Skills My Life or running the sessions, please get in touch with WISE.



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