

The Network Rail Parent's Network Wellbeing Pack

Issue 2



Introduction

We have created this pack of information and resources, because we understand how challenging juggling work, parenting and home schooling must be. We will update the pack regularly and share it in as many places as we can so it's accessible.

Case Studies

You'll also find case studies from colleagues who are learning every day what works, what doesn't work and talking openly about the issues they're trying to address. We want to grow this bank, and if you'd like your story to be included, please contact us on the e mail address below.

STEM Activities

The pack contains STEM resources for different age groups, with information on what you can expect the children to learn and also how you can link that to the railway, so they can understand how it connects to your job too. We will be adding to these resources regularly to try to keep them entertained

Additional Learning Resources

At the back of the pack you'll find a summary of other available learning resources with links. The aim of this section is to make it as easy as possible for you to know what resources are available, rather than having to trawl to find them. We will continue to add to this section and welcome you to share anything you find with the team, so it can be included. We will review the usefulness of these resources to expand and provide more detail, as the pack grows each week.

Please get in touch with the team if we can help, if you have any ideas or suggestions or things you feel would help you and other parents. The team can be contacted on earlyengagement@networkrail.co.uk. We will begin to gather the questions we hear most often into one place and will add a Frequently asked questions page into the document soon.



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My survival guide to working from home with children

Amit Kotecha, HR Events Manager

It's been almost six weeks in to a household with two adults working full time and two primary aged kids who both seem to need lots of attention. Anyone who is trying to simultaneously work from home and look after their children right now knows it's NOT EASY! So, what has really worked? and does it get any less strange?

At the beginning of the lockdown I set a fixed routine, for me this felt like a good thing for one's mental health but failing to stick to it can be challenging to be manage your day and cause a great deal of stress! So, if I could recommend one thing, it would be that you cannot do everything so set realistic expectations, find your own balance that works for you and your children, be flexible with routine, and don't blame yourself if you think that they watch TV too much. Keep in mind that these are extraordinary times and not everything has to be perfect from day one. Here are a few tips that might help!

Communicate with your partner

We have a Sunday afternoon planning meeting comparing work calendars, blocking out which hours we both work in the week ahead. I usually think about the time I need to complete jobs with no interruptions, e.g. account management calls, webinars etc. Then work out which cannot be interrupted but background noise is ok – calls with colleagues, updating reports, research work and finally which are kid-friendly - our daily team meetings!

Establish a routine

it is important to set out some kind of structure for the day, but also important to be flexible as we have found there are days when the kids are more productive than others! Over the past few weeks we have noticed post lunchtime is more difficult for my kids to focus so afternoons is more relaxed!

Have a designated workspace

As we both split our working time, we can both hide away at separate times in the office and not get disturbed for most of the time. It can be easy for work to seep into home life especially if your set up office in the family room where it's tempting to check emails regularly.

Speak to your manager

Once you have established a schedule that works, don't be afraid to discuss it with your manager! Let them know that you are keen to find a way for this to work for both of you. I am lucky enough to have a manager who trusts the team, so I can work evenings or early mornings which works for me. I have recently requested to work one day during the weekend so that I can dedicate a weekday to home schooling.

Hope that helps, share your tips on the Parent's Network Yammer group. It's a great platform with lots of resources and hints and tips to help us get through this!





Coding – My Family Activity

Richard Turner, Head of Apprenticeship Delivery

“Go outside and build a den,” I say to my children. Great idea, I tell myself. A den will entertain them for at least an hour – plenty of time for me to get through a conference call and a few emails. Good, old-fashioned, outdoor fun. What could possibly go wrong?

I do my call and return, only to find a kitchen knife in the clutches of my six year old daughter who tells me she’s taken it to “cut some branches for the den.” Red-faced and panicked, I return the knife hurriedly to the kitchen hoping desperately that none of my neighbours have seen. Since when did dens become some dangerous?

Later I start their dinner. Deep fried Chinese chicken wings – a classic, easy-to-make dish with minimal preparation required, just what the doctor ordered when trying to juggle work with children. All I need is a wok full of oil, some salt, and some chicken. It’s the perfect dish when supermarket shelves are bare.

My work phone rings. “Hang on,” I tell the caller over the sound of spitting oil. “I just need to move into a quieter room.” It’ll only take a minute, I’m reassured. Of course, like all work calls, it takes much longer than a minute – and I return to the kitchen to find the cooker hood and wok both on fire. *@#!. !#?\$. #*@!. Are chip pan fires still a thing? We learned about this in the nineties, but I didn’t think it happened anymore. I put the fire out – thankfully with no injuries and only a lost cooker hood and wok – and I realise that I am much better at my job than I am at looking after children.

Let’s be honest. This isn’t going well so far.

I have a hundred anecdotes about how things have gone wrong but, instead, I want to focus on some of the opportunities we’ve taken advantage of as a family, particularly one that I never imagined would come about in lockdown. Since lockdown begun, my kids have become coding geniuses – and prior to lockdown, they scarcely used a computer (or did anything technical) at all.

So what happened? When schools closed the first thing I did was look at what parts of the curriculum would be missed. There, amongst the staple subjects of English and Maths, I read “Coding.” Coding? Year 1 do coding? I’ve never coded anything in my life – how on earth do I teach a six year old coding? Like a lot of parents, the thought of homeschooling already scared me, and this only worsened that feeling. I generally do nothing technical with the kids in my spare time. Weekends are for sport, boardgames, and family bike rides – we aren’t a coding family, and I’m not a coding Dad.



Coding – My Family Activity

Richard Turner, Head of Apprenticeship Delivery

However, getting the family into coding has been very successful and has been a lot of family fun. I started by stealing an idea from the STE Capability & Development Team. At STEM events they encourage kids to play with “Ozobots.” These thumb-sized, line-following robots simply follow a line that you draw for them, and you give them instructions by changing the colour of the line. I set challenges for the children, telling them that the robot was a postman and they had to call into several houses but in a set order. Very quickly we figured out that coding is not magic; it’s just telling something to do something. And, surprisingly, we were all learning as a family.

After a week or two of playing with an Ozobot, we launched “Scratch.” Scratch is a free visual programming tool provided by the MIT. It sounds complicated when you read the words “visual programming tool” – but it’s actually very easy to use. Users simply drag lines of code to an image (a “sprite” is what your kid would call it) to give it instructions. We started programming small games – a Peppa Pig version of pong and a basic Super Mario game – and have been increasing the complexity of our activities week after week. My six year old girl programmed a coronavirus animation that showed how quickly a virus could spread through London. My nine year old programmed a script that could find an individual in a crowd. This week we’re focusing on writing a script that could keep trains apart on a single line. Our coding has moved from games to real-life scenarios.

For those of us who are working from home, it’s easy to see the kids as a distraction from work, or work as a distraction from the kids – and neither is a particularly nice feeling. To get over the feelings of guilt, I’m trying to use the opportunity to interest my children in things we wouldn’t normally have done. For those of you who aren’t technical, STEM is a good place to start – and a great way of marrying up your employer with your children, as well as learning something new yourself. For further information about our coding journey as a family, see:

https://www.linkedin.com/posts/richtbiscuit_homeschooling-stem-stemcareers-activity-6659806893826949120-ZNt0





COVID-19: A Whole New World for a Manager

Lydia Fairman, HR Capability and Development Manager

I manage a team of people who specialise in STEM education, entertaining while educating young people for a living, but how are we coping in these unprecedented times? The last few weeks have been like no other. It was now 5 weeks ago we all started working from home wherever possible, and those with school age children took on the responsibility of home schooling too.

As a manager, my main concern has been to reduce the stresses on those in my team who have children. I don't want them to feel conflicted or pulled in different directions. I didn't want them to feel like they were letting their kids down, or equally their colleagues down. I've tried to tackle this by being open and explicitly giving permission for total flexibility.

We immediately agreed to have short twice daily calls to mark the beginning and end of the day. In the early calls we set out some parameters and I tried to make it clear that I understood that this situation would be challenging. We all committed in the team to always being available for our morning call each day and around that, we'd be flexible and there were no expectations or judgement if people can't join in. We also chat about what we're working on and aiming to get completed within the day or week, to keep pace and deadlines, as the type of work we deliver has changed.

Remote access being restricted added complexity to the situation. After a couple of weeks, we had all established our own routines and now only have our calls to once daily, with a longer planning call when we need/want it. We are all using Microsoft teams for keeping in touch, calls and conferencing and managing our e mails by syncing them twice daily and working offline in-between.

The one thing I've really noticed is everyone is responding to this differently and need different things. One member of the team has asked if they can flex their hours to do some on the weekend when they have remote access, and then they can share the parenting/schooling duties with their partner in the week. They're also working some hours early morning or in the evening (at their request) to take blocks in the day where they can just be with the kids and focused.

We're all working well and the team's productive and delivering. My biggest tip would be trust. My team know I trust them, they are doing the things we need, at the time we need them and we're all supporting each other. It's not perfect, and I'm still very worried they're not switching off enough and that work's blurring into home. We haven't worked out the solution for that yet – it's easy for me as I can shut the door on the office and have no-one else to worry about. If anyone's got any suggestions or anything that's helped them separate work from home, I would love to hear!





Hints & Tips for Juggling Work And Home Schooling

Lizzie Kelk, HR Project Leader

So, we are in our 4th week now of working from home and attempting to entertain / home school a 4-year-old and a 7-year-old, I'd be lying if I said we have it under control but it's getting easier as we learn ways to manage it.

My husband also works for Network Rail so we are both still working, he has also recently volunteered to support the NHS during COVID-19 so this will pose a new challenge for us. There are good days and not so good days, but I remind myself to stay positive and I am truly grateful to my fellow colleagues that are out there keeping the railway running. Here are a few things that might help;

Create an out of office or signature to let people know. Example:

Over the next while I, like many people, will be balancing my work hours with home-schooling my children. This may mean a slight delay in responding or replies at more unusual hours. Thank you for your understanding.

Be flexible with your working pattern. You can try working split shifts to allow balancing your work hours and home schooling, if you do this in a more structured way this will become more manageable and it means you will have time available during the day to dedicate to parenting / learning. Speak to your manager about how this might work.

Remember to take annual leave. It might seem strange to book annual leave right now, but we still need a break away from work to relieve the stress of this unusual situation. The annual leave policy has been updated so those caring for children can bring 2021 leave forward.

Create a plan (but don't worry if it slips a little!). Children are used to routine at school, so it helps to have some structure to the day, let them help you plan and include a variety of tasks that require different levels of input and plan these around your diary commitments. Don't feel guilty if this plan includes play and movies whilst you are on calls!

Don't put too much pressure on yourself or compare yourself to others. You are home learning, not replacing a teacher. Everyone is in different situations with different capacity levels and social media is only a snapshot of someone's day!

Try and avoid back to back calls. If you are able to, spread calls / meetings throughout the week. A day can soon become very stressful if you have no time between calls to attend to your child / children. And if they appear on a video call, try not to be embarrassed and introduce them to your colleagues.

Use the Parent's Network Yammer group! It is so important to engage with other colleagues right now and keep talking, we will also be posting lots of useful information as well as encouraging others to share their challenges and successes.





Hints & Tips for Juggling Work And Home Schooling

Lizzie Kelk, HR Project Leader

Tea break Tuesday – every Tuesday @ 11am

Join other members of the Parent's Network for a cuppa and a chat so we can share ideas and challenges of balancing work and home schooling during this difficult time.

[Join Microsoft Teams Meeting](#)



My go-to resources;

<https://www.twinkl.co.uk/>

Lego Challenges – check out The NR Social Media Page for different challenges



This was shared with me and it was a good reminder to put things in perspective

Working Remote - COVID 19 Principles

- You are not "Working From Home", you are "At your home, during a crisis, trying to work".
- Your personal physical, mental, and emotional health is far more important than anything else right now.
- You should not try to compensate for lost productivity by working longer hours.
- You will be kind to yourself and not judge how you are coping based on how you see others coping.
- You will be kind to others and not judge how they are coping based on how you are coping.
- Your team's success will not be measured the same way it was when things were normal.

Early

Careers



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READY FOR WORK: CV HINTS & TIPS

DON'T PANIC, WE'VE GOT YOU COVERED...



If you are applying for an apprenticeship, part time or full time job, you may be asked to send in a copy of your CV.

Don't panic if you haven't written one before, we've got you covered!



WHAT IS A CV?

CV stands for Curriculum Vitae. They can include anything about you that you think makes you right for the job, like your skills, experience or personal qualities.

They shouldn't be any longer than 2 sides of A4, it's ok if yours is only one page though - you're just starting out!

WHY DO I NEED ONE?

When employers are looking for a new employee they will have an idea in mind of the type of person they want. This will all be put in the job description or advert. Employers will ask people who are interested to apply by sending in their CV.

Employers will look at the CVs they receive and invite the ones that are suited to the role and that stand out, in for an interview.

SHOULD I WAIT UNTIL I'M APPLYING FOR SOMETHING TO WRITE ONE?

You can wait but there's no time like the present!

Getting your first CV together is a great thing to do while you're not at school. Use the basic information on the next page to start to put one together...then when you want to apply for something, you just need to 'tweak' it.

...BUT I'VE JUST LEFT SCHOOL?

This is the bit that everyone worries about! CVs are about YOU!

What you're good at, what you enjoy, the things you do outside of school and even the things you would like to do in the future, as well as your grades and work experience.

WHAT DOES IT ALL MEAN?

JOB DESCRIPTION: Description of the role, duties and responsibilities

JOB SPECIFICATION: The requirements needed to do the job

SHORTLIST: The process of selecting candidates for interview

REFEREE: Someone the employer can contact to ask about your suitability

READY FOR WORK: CV HINTS & TIPS

THE BASICS



The good thing about a CV is that the type of information needed, very rarely changes. As you get older and go in to the world of work, you will gain more experience, develop work based skills and maybe even gain more qualifications. Your CV will grow with you. Here are some of the basics...

CONTACT DETAILS

Sounds simple right? You'd be surprised at how many get it wrong! Put your name, email address and contact number at the top - you can include your address if you like. You do not have to include your date of birth, gender, marital status or a picture.

PERSONAL STATEMENT / ABOUT ME / INTRODUCTION

This is the most important section of your CV - a good intro will get their attention! Tell the employer who you are, what you are looking for and anything that makes you right for the role. Here's the catch, it can only be a short paragraph but you'll get the hang of it we promise!

QUALIFICATIONS

List your qualifications and the date you achieved them along with the school / college / sixth form you studied at. If you are waiting on your final grades, you can put your predicted grades but make sure you highlight that you are waiting for your results and when you are due to get them.

EXPERIENCE

Ok, so you've just left school and you've never had a job so what can you write here? If you are leaving school you can include work experience, voluntary work or details of anything you have done outside of school that has helped you prepare for work. You may have missed work experience due to Covid-19, if this is the case you can list where you were due to go, what you hoped to do and that unfortunately it was cancelled.

SKILLS

Think about what you enjoy doing, what you are good at and what skills do you have to use? These can be transferrable skills like communication or organisation or skills that are more specific to your interests.

ACHIEVEMENTS

In this section you can include anything that you are proud of and you feel has helped you to grow. They could be things you have been awarded, taken part in or personal struggles that you have overcome.

TOP TIPS

- Use a sensible email address and check your phone number is correct!
- Be honest - you may be asked to provide evidence of what you have written
- You can put contact details of your Referees at the end or you can say 'References available on request' but always get permission from that person to have them as a Referee!
- Use a professional font and keep it to a size 12
- If you can, ask someone to look over it for you when you are finished
- For help or to see examples visit My World Of Work by clicking [HERE](#)

S.T.E.M.

Activities

I am an Amazing Person Activity Sheet

Complete and colour the activity sheet to understand your individual talents, strengths and team working skills



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WHAT YOU'LL NEED

- Pencils
- Colouring Pens
- Paint (optional)

Click [HERE](#) to Access the 'Activity Sheets'

DURATION:

- Roughly an hour to complete and colour

LEARNING OUTCOME(S) / RAIL LINK

Consider the following:

- Often in Network Rail, our colleagues work in groups to get the job done. This requires a good level of self-awareness to understand what our individual strengths are, what we can bring to the team and what we can improve on.
- This sheet will help you to identify what your talents are and why other people would value them. It also encourages you to try and improve any skills that may be lacking.
- After completing this activity, you may want to discuss this with a parent or sibling and apply it to different situations.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
NEEDED...

ALL HANDS
ON DECK!

Become a DEN-gineer

Get active today by creating your own free-standing den using the materials you can find around your house. You can create the structure inside your house or in the garden. Remember there needs to be enough space for at least one person to sit in the den!



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WHAT YOU'LL NEED

- Holding materials such as poles, washing lines, cardboard boxes ...
- Soft materials such as cushions, blankets, sheets ...
- Fastening materials such as pegs, elastic bands, tape ...

Click [HERE](#) to Access the Full Instructions

DURATION:

- Roughly 45 minutes

LEARNING OUTCOME(s) / RAIL LINK

Consider the following:

- Here at Network Rail, we look for more than engineers. We want problem solvers, innovators, team workers and good communicators. Being able to source materials from a variety of rooms will contribute to problem solving, resourcefulness and potentially team work if this is a group activity. This activity should also challenge your creativity and building skills
- Remember, it's okay when things don't work first time – just try again!
- Don't forget to tell an adult what you're doing before you start.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
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ALL HANDS
ON DECK!

Write a Newspaper Article

This is a good opportunity to showcase your knowledge on an area of your choice. This could be Coronavirus related, wellbeing advice, current events or something else entirely.



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WHAT YOU'LL NEED

- Pens
- Colouring pencils
- An interesting subject to write about

DURATION:

- Roughly 30 minutes to an hour

LEARNING OUTCOME(s) / RAIL LINK

Consider the following:

- Being able to write effectively is a skill that is needed in later life, whether you're promoting information, writing to colleagues or creating a blog, the way you write is important.
- Remember to create a catchy title, use quotes, alliterations, metaphors and similes, structured paragraphs and varied sentence lengths.
- Once you've written your Article, don't forget to draw the picture for the front page.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task

Click [HERE](#) to Access the
'Activity Sheets'

Bridge Building

Create a 50 cm (span) bridge using the materials listed below that can hold the weight of a food tin and other weighted objects.



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WHAT YOU'LL NEED

- Straws (or try dried pasta, pens, or any long material)
- String
- Tape
- Elastic Bands
- Food tin (or any weighted object))

DURATION:

- Roughly 30 mins

LEARNING OUTCOME(s) / RAIL LINK

Consider the following:

- Creating bridges are a fun way to improve your knowledge of balance, weight and your own dexterity.
- The rail industry requires more than just technical minds, creativity is key for any job on the railway. Help your children to explore their creative side whilst building this structure

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task

Click [HERE](#) to Access the
STEM instructions

Climate Change

Look through the documents attached and discover more about climate change through videos, documents and activities



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WHAT YOU'LL NEED

- Laptop, desktop, tablet or Phone

DURATION:

- 10 – 15 minutes per activity sheet

Click [HERE](#) to Access the
'Activity Sheets'

LEARNING OUTCOME(S) / RAIL LINK

Consider the following:

- Climate change is a growing issue that will affect life as we know it. It is important to understand how climate change began, what makes it worse, what will happen if human kind doesn't act and how we can stop it.
- This is something that industries will need expertise in in the future making this valuable information.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.



SUPPORT
NEEDED...



ALL HANDS
ON DECK!

Time Capsule Activity Sheets

Challenge the creative minds of your children with this COVID-19 activity pack. Whether it's colouring or interviewing their parents, children can create memories to remember 2020 in a positive light!



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WHAT YOU'LL NEED

- Pencils
- Colouring Pens
- Paint (optional)
- ... and the creative minds of your children!!!

DURATION:

- 10 – 15 minutes per activity sheet

LEARNING OUTCOME(s) / RAIL LINK

Consider the following:

- Things do not always go to plan on the railway and resilience and adaptability are too vital qualities often required from our employees. Teaching your children from young how to view to the positives in negative situations can develop these behaviours.
- The rail industry requires more than just technical minds, creativity is key for any job on the railway. Help your children to explore their creative side whilst completing this workbook.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
NEEDED...

ALL HANDS
ON DECK!

Click [HERE](#) to Access the
'Activity Sheets'

How to be Safe Around Electricity

BBC Bitesize has created a short lesson teaching the importance of safety when handling electric appliances in the home.



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WHAT YOU'LL NEED

- Laptop/Desktop or Mobiles Device (i.e. iPad)

DURATION:

- 10 minutes

Click [HERE](#) to Access the Lesson

LEARNING OUTCOME(s) / RAIL LINK

Consider the following:

- Network Rail is a safety critical company, meaning the safety of our employees and passengers is at the forefront of what we do. 'Everyone Home Safe Every Day' is our promise to the nation, underpinning all our work and activities.
- Children should watch the animated clip, outlining safety considerations to be taken around the home and complete the activity underneath to show their understanding.
- Challenge Children to 'Close Call' any behaviours at home that could be deemed as 'unsafe'.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
NEEDED...

ALL HANDS
ON DECK!

Balloon Cup Racers

BBC Bitesize has created a short lesson teaching the importance of safety when handling electric appliances in the home.



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WHAT YOU'LL NEED

- Plastic cups (preferably of different sizes)
- Clear Table/Board
- Masking Tape (to create your course)
- Balloons
- Stationery (for cup model design)



DURATION:

- 15-20 minutes: Model Design
- 5-10 minutes: Course Design
- 15-20 minutes: Practical Task

LEARNING OUTCOME(s)

- Consider how different cup sizes impact the amount of force needed to move the cup.
 - Children should also consider how their designs impact the weight of the cup and in turn the force required for movement
- **Safety Consideration:** More force may increase the speed, but it will also decrease the control of the cup resulting in the cup falling off the course
 - Children should consider the effect of speed and control on safety.

RAIL LINK

When designing a train many factors have be accounted such as materials, speed, infrastructure and most importantly safety.

Consider the following:

- Imaginative designs/add on features can increase the passenger experience on the train, but can too much decrease efficiency?
- Higher Speeds can get passengers from A to B quicker however how does this impact the safety of the passengers?
- Lower Speeds can increase safety but how will the mood of the passengers be affected with an increased journey time?
- The rail infrastructure is varied around the UK. Will different course designs impact the amount of speed and control required to complete the course?

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
NEEDED...

ALL HANDS
ON DECK!

Balloon Cup Racers

BBC Bitesize has created a short lesson teaching the importance of safety when handling electric appliances in the home.

INSTRUCTIONS

1. Gather the materials that you need to create your cup and course.
2. Decorate your cup models making sure they are different weights and sizes.
3. Using masking tape, parents will need to create the course. This can include straight lines or curves.
4. Place your cup models at the beginning of the course.
5. Blow up your balloon but do not tie it.
6. Release the air inside the balloon near the first cup to allow it to move.
7. Note how the design of the cup has impacted how much force is required for movement.
8. Repeat step 6 to move your cup around the course.
9. Once your first cup has reached the end of the course, blow up your balloon again to guide the remaining cups around the course.
10. Reflect on how the force needed may have differed to the first cup.

Don't Tip the Ship!

Create your paper boat and investigate how the size and shape of the model affects the weight it can carry before it sinks!



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WHAT YOU'LL NEED

- 1cm² paper
- Ice cream tub, or any tub/tank
- Coins (to act as weights)
- Sellotape
- Scissors
- Cloth/Mop (for any spills)
- Optional Extra Materials for the boat (foam, foil, plasticine)



DURATION:

- 1 hour

LEARNING OUTCOME(S)

- Consider how different the size, shapes and materials (if you opt to include this option) will affect the amount of coins (weight) the model boat can carry.

RAIL LINK

Similarly, to this boat exercise, when designing the railway (infrastructure and modes of transport) many factors must be considered including:

- Size/Shape of infrastructure/vehicles
- Cost of Materials
- Meeting the Customers' Needs

Consider the following:

- Less weight in the vehicle may decrease the likelihood of damage/sinking (increasing safety) but how could this impact customer satisfaction?
- Increasing what the vehicle can carry might meet the customers' needs but what impact could too much weight have on the efficiency and safety of the vehicle?
- Changing the material from cheaper resources (paper) to more sturdier materials may increase efficiency and quality but what impact does it have on cost?

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
NEEDED...

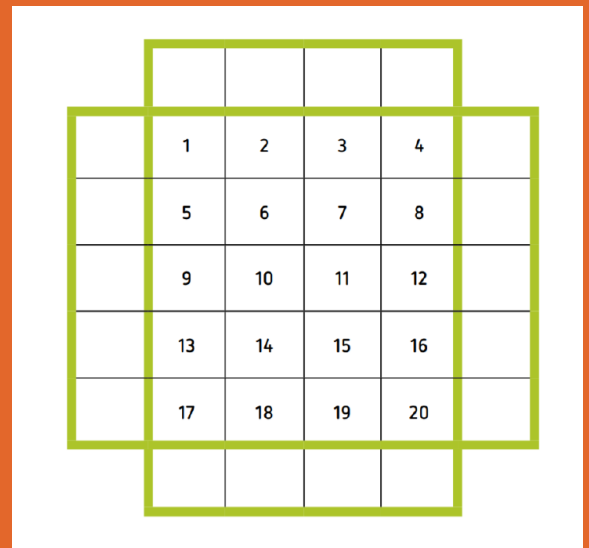
ALL HANDS
ON DECK!

Don't Tip the Ship!

Create your paper boat and investigate how the size and shape of the model affects the weight it can carry before it sinks!

INSTRUCTIONS

1. Fill a tub or tank with water. Place it on a mat or tray so your surfaces don't get slippery with spilled water.
2. Take a piece of squared paper. Create a rectangle of 6 x 7 squares. Cut this out as shown.
3. Fold up the four sides (shown in green). Tape the corners together to make it watertight.
4. Count the number of squares in the base of the boat.
5. Gently place the boat in the tub of water – it will float!
6. Add weights one after the other until the boat sinks. For best results, place the weights equally and in a balance way around the boat. On a real ship, the weight is carefully spread across it to prevent it from tipping.
7. Now try different designs. Does the size or shape of the boat change how many weights it can hold? The only limit is the size of the tub!



My Skills My Life Quiz

Acknowledging the skills gap and lack of diversity impacting the railway industry, Network Rail has partnered with WISE (Women in Science and Engineering) to develop the 'My Skills My Life' (MSML) Quiz!



5-8



9 - 11



12 - 14



15+

WHAT YOU'LL NEED

- Laptop/Desktop or Mobiles Device (i.e. iPad)

DURATION:

- 10 minutes

Click [HERE](#) to Create a Profile
and Access the Quiz!

LEARNING OUTCOME(S) / RAIL LINK

At Network Rail, we firmly believe that you are less likely 'to be what you couldn't see'.

- Complete the personality quiz and read the profiles of female role models whose jobs match your 'career personality type'. Profiles include a description of the role models' job, their pathway to get there and even their salary!
- **FOR THE MUMS:** The Quiz is only as good as the profiles you get to read at the end, and we aim to have as many of female workforce's profiles on their as possible! If you are in STEM-related role and believe you could inspire the future generation of female workers – please create a profile by following the instructions on the link below:

<https://www.wisecampaign.org.uk/what-we-do/expertise/welcome-to-my-skills-my-life/how-you-can-get-involved/create-your-role-model-profile/>

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.



SUPPORT
NEEDED...



ALL HANDS
ON DECK!



Primary Engineer Leaders Award

'If you were an engineer, what would you do?' is an annual STEM (science, technology, engineering and maths) competition that asks students to identify a problem and design a solution, inspiring them to find the engineer they could be and helping design the future of engineering.



5-8



9 - 11



12 - 14



15+

Click [HERE](#) to access more information and the competition!

This year's Leader Award is accompanied with 7 lesson plans, which will support your delivery of the programme and its key outcomes. Should you choose to use them, they will provide you with a structure that helps you develop specific skills and curriculum knowledge in your pupils, whilst they complete set tasks which are required for the competition. Each of these lessons has been mapped across the relevant English National Curriculum and Scottish Curriculum for Excellence areas, such as KS1-4 English, KS1-3 Design & Technology, Art & Design and P1-S3 Literacy and English, Technologies and Expressive Arts. It provides an exciting opportunity for the cross curricular application of key skills, knowledge and understanding learnt in these subjects, through an innovative, successful and entirely personal project. These resources support the delivery of the programme, which offers young people a platform to speak and write fluently and openly about their ideas, solutions and emotions. The development of multiple means of communication, whether it be spoken, written or drawn, allows young people to express themselves with no restriction.

PARENT INVOLVEMENT (Star Rating)

A scale the level of involvement from the parent required to complete the task



Kids D.I.Y.

SUPPORT
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Engineer Steve

Internal

<https://networkrail.sharepoint.com/sites/myconnect/news/Pages/National/News/Engineer-Steve.aspx>

External

https://www.youtube.com/playlist?list=PLcieUuOBJRercdh-Rt_h2pc3g61DE5Bpz

Khan Academy

<https://www.khanacademy.org>

Especially good for maths and computing for all ages but other subjects at Secondary level. Note this uses the U.S. grade system but it's mostly common material.

BBC Learning

<http://www.bbc.co.uk/learning/coursesearch/>

This site is old and no longer updated and yet there's so much still available, from language learning to BBC Bitesize for revision. No TV licence required except for content on BBC iPlayer.

FutureLearn

<https://www.futurelearn.com>

Free to access 100s of courses, only pay to upgrade if you need a certificate in your name (own account from age 14+ but younger learners can use a parent account).

Seneca

<https://www.senecalearning.com>

For those revising at GCSE or A level. Tons of free revision content. Paid access to higher level material.

OpenLearn

<https://www.open.edu/openlearn/>

Free taster courses aimed at those considering Open University, but everyone can access it. Adult level, but some e.g. nature and environment courses could well be of interest to young people.

Blockly

<https://blockly.games>

Learn computer programming skills - fun and free.

Scratch

<https://scratch.mit.edu/explore/projects/games/>

Creative computer programming

Ted Ed

<https://ed.ted.com>

All sorts of engaging educational videos

National Geographic Kids

<https://www.natgeokids.com/uk/>

Activities and quizzes for younger kids.

Duolingo

<https://www.duolingo.com>

Learn languages for free. Web or app.

The Kids Should See This

<https://thekidshouldseethis.com>

Wide range of cool educational videos

Crash Course

<https://thecrashcourse.com>

You Tube videos on many subjects

Crash Course Kids

<https://m.youtube.com/user/crashcoursekids>

As above for a younger audience

Crest Awards

<https://www.crestawards.org>

Science awards you can complete from home.

iDEA Awards

<https://idea.org.uk>

Digital enterprise award scheme you can complete online.

Paw Print Badges

<https://www.pawprintbadges.co.uk>

Free challenge packs and other downloads. Many activities can be completed indoors. Badges cost but are optional.

Tinkercad

<https://www.tinkercad.com>

All kinds of making.

Prodigy Maths

<https://www.prodigygame.com>

Is in U.S. grades, but good for UK Primary age.

CBeebies Radio

<https://www.bbc.co.uk/cbeebies/radio>

Listening activities for the younger ones.

Nature Detectives

<https://naturedetectives.woodlandtrust.org.uk/naturedetectives/>

A lot of these can be done in a garden, or if you can get to a remote forest location!

British Council

<https://www.britishcouncil.org/school-resources/find>

Resources for English language learning

Oxford Owl for Home

<https://www.oxfordowl.co.uk/for-home/>

Lots of free resources for Primary age

Big History Project

<https://www.bighistoryproject.com/home>

Aimed at Secondary age. Multi-disciplinary activities.

Geography Games

<https://world-geography-games.com/world.html>

Geography gaming!

Blue Peter Badges

<https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges>

If you have a stamp and a nearby post box.

The Artful Parent

<https://www.facebook.com/artfulparent/>

Good, free art activities

Red Ted Art

<https://www.redtedart.com>

Easy arts and crafts for little ones

The Imagination Tree

<https://theimaginationtree.com>

Creative art and craft activities for the very youngest.

Toy Theater

<https://toytheater.com/>

Educational online games

DK Find Out

<https://www.dkfindout.com/uk/?fbclid=IwAR2wJdpSJSITf4do6aPhff8A3tAktmmpaxqZbkgudD49l71ep8-sjXmrac>

Activities and quizzes

Twinkl

<https://www.twinkl.co.uk>

This is more for printouts, and usually at a fee, but they are offering a month of free access to parents in the event of school closures.

Ruth's Little Kitchen

<https://www.instagram.com/ruthslittlekitchen/>

Instagram username: ruthslittlekitchen

A cook-along profile for all ages