

MY MATHS STORY ASSEMBLY AND MATHS IN THE REAL WORLD CLASS SESSIONS – TOP TIPS AND FAQs FROM OUR EXPERIENCED VOLUNTEERS

IS THIS FOR ME? WILL I BE ABLE TO DO AN ASSEMBLY?

First, and most notable – it's not as scary as you think it will be! In my experience, the students are very receptive, and well behaved (for the most part 😊) the teachers and leadership team are really pleased for you to be there (and will be in the room to supervise). Schools want you to succeed, and will ensure the assembly is well run for you.

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The children already love the fact you are visiting before you have even started your assembly. Be honest about your journey with maths, especially if it's been a journey. Without even trying you've already inspired a number of children, so embrace that and believe the power in just sharing!

THE ASSEMBLY SLIDE DECK

The slide framework provided by National Numeracy really works – fill in the blanks with your own experiences, and this will come to life for them when you present it. Expect a few questions when you pause and ask for feedback, so speak from your experience – we are there as real world examples of people who use maths in our daily lives, and to give them another perspective on why maths matters in life beyond school.

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COMMUNICATING WITH 7 – 11 YEAR OLDS

The children will understand a lot - but likely won't have context on what your business does or what your job is, so you'll need to think about how to explain these things in simpler ways. If your job is quite abstract, what (real life) examples or metaphors can you use which they'll be familiar with?

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I wanted to know a bit more about what maths the children are familiar with to help pitch my comments. They should be familiar with times tables, basic arithmetic, measurement, time, money and the like - but probably will only just be starting to cover things like charts and graphs or uncertainty and likelihood.

- My teacher contact told me to pause before asking the group for their thoughts and to say "I'm going to ask you a question in a moment, but I want you to think really carefully about it before putting your hand up." which was brilliant advice, it allows them to think for a minute rather than eagerly putting their hands up without actually having anything to say!
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MATHS IN THE REAL WORLD CLASS SESSION

The lesson plan from National Numeracy is well set out. Teachers are often grateful to have ready-made content they didn't have to curate themselves. Within the lessons themselves, the teachers lead the lesson, and it's our job to support. Get round each table and talk to the students, have them engaged in the content, ask for their opinions, get them to write stuff down and talk about it. They do find it exciting to have a new face in their classroom and are usually keen to engage with you and the content.

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Generally what can be expected from the children I would say is a lot of questions – way more than we had anticipated - but it was great! All the questions were easy to answer and if there were any harder then the teachers will jump in to support. The children were very enthusiastic and generally interested in what we were saying. I was feeling a bit nervous before we started but the children's enthusiasm made it very easy to deliver a good assembly!

CHILDREN'S FAQs

HOW MUCH DO YOU GET PAID?

DO YOU HAVE A LOT OF MONEY?

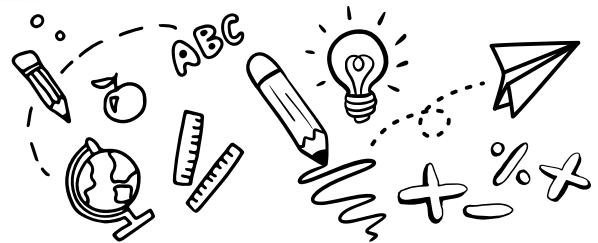
ARE YOU A MILLIONAIRE?

Often children don't understand what a good salary is, so just saying you earn enough to pay for your house, bills and do nice things is enough to let them know, you're paid a good salary!

Expect a few of these cheeky questions [which] are par for the course, and can be navigated easily – I tend to answer this with 'Maths really has been useful in my daily life and in my job, which helps me earn money to do the things I enjoy.'

DID YOU LIKE SCHOOL? DID YOU DO WELL IN SCHOOL?

Whether you enjoyed maths at school or not, try to show a positive mindset to the children, by saying something like I found it tricky but I tried my best, or I enjoyed learning.



IS YOUR JOB HARD? HOW DO YOU DO A HARD MATHS PROBLEM IN YOUR JOB?

Encourage having a growth mindset here – problems which seem hard can always be broken down into simpler steps, just because you don't know it yet it doesn't mean you can't learn it.

It's good to ask for help if you are stuck, we are always learning from each other.

CAN I HAVE YOUR AUTOGRAPH?!

We almost felt like celebrities for the morning! Children are like sponges and need positive role models to look up to. We very much felt we'd inspired the children to see how we value maths in our jobs and hobbies.

Thank you to the volunteers who contributed.
If you have any further questions or queries, please get in touch with us at
volunteering@nationalnumeracy.org.uk