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**Template to describe**

**Focus-Working-Dynamic-Activities (FWDA)**

These activities draw on the idea of the workshop creating a living dialogic space via creative learning conversations in which all participants are listened to and have a voice.[[1]](#footnote-1) This approach has been used in order to model the kind of facilitation and pedagogy that the PERFORM project itself is aiming to encourage.

Each FWDA should contain 15 – 20 students between 14 and 16 years old. Duration of FWDA is open, but we would advise that lasted between 20 and 45 minutes. The objective of FWDA is consult and understands which are the concerns and opinions of the students in the subsequent topics:

* EU societal challenges\*
* Gender inequality; girls barriers in STEM
* Science related stereotypes
* Dialogue between scientists and society
* Ethical issues in scientific research
* Science careers in labour market

*\* Remember that current EU societal challenges are: “Health, demographic change and wellbeing”; “Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bioeconomy”; “Secure, clean and efficient energy”; “Smart, green and integrated transport”; “Climate action, environment, resource efficiency and raw materials”; “Europe in a changing world - inclusive, innovative and reflective societies”; “Secure societies - protecting freedom and security of Europe and its citizens”.*

Please describe 2 FWDA. Each FWDA have to face one of the topics described above.

1. **[Name of the FWDA]**

**[Faced Topic]**

**[Duration]**

**[Description of the Dynamic Activity]**

**[Material Needed]**

1. **[Name of the FWDA]**

**[Faced Topic]**

**[Duration]**

**[Description of the Dynamic Activity]**

**[Material Needed]**

**EXAMPLE**

1. **TopiScientist**

Science related stereotypes

40 minutes

Put the students in groups of 4 or 5. Let the students work during 15 minutes to generate a short situation that they have to represent (1 minute). Facilitators have to visits de different groups to ensure that they are working and to assist them.

Situations are:

1. A group of scientist are working in a laboratory. One of them suggests going for a bike ride at the weekend. What is the answer of the other scientists?
2. …
3. …
4. …
5. …

All the groups have to deliver, in front of all the class, their short representation. After that, a short discussion (1 or 2 minutes) about the stereotypes represented is done with all the class (assisted by facilitator).

1. Chappell, K., & Craft, A. (2011) Creative learning conversations: producing living dialogic spaces. *Educational Research.* 53(3) pp. 363–385. [↑](#footnote-ref-1)