

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

**1. Guess Who**

**Gender inequality; girls barriers in STEM**

**40 minutes**

Put the students into groups of 4-5 and give each group a STEM job and post it notes. Give the students 10 minutes to write down 5 words to describe the people who do the job they have been given (one on each post-it note). Each group will have a different colour/shape of post it notes to write their words on.

A selection of possible jobs that could be used. There are 8 here, however, all will probably not be used. It would be good to pick a mixture of jobs to encourage a range of words:

1. Inventor
2. Vet
3. Accountant
4. Engineer
5. Ecologist
6. Chemist
7. Astronomer
8. Geologist

Groups should then present their words and discuss why they were chosen and post it notes should be given to the facilitator. Once all groups have presented their words, the facilitator with ask the group as a whole to vote on each word as to whether the students think it is best suited to a man or a woman or if it is gender neutral. Any interesting outcomes can be discussed along the way.

The different colour post-it notes might reveal jobs with lots of stereotypically male or female words. This can lead to a discussion about whether the students agree that these jobs are male or female dominated.

One or two videos will follow the activity to generate a discussion as to where these stereotypes come from and why the students feel how they do. They can then re-assess their word associations from the activity.

**Variations:** Split the students into groups of boys and girls and get them to all write 5 words to describe the people working in the same job. The activity would then continue as before, however, the different coloured notes would now highlight whether boys and girls use different describing language and whether they view the jobs in different ways.

**Materials:** Post-it notes in different colours or shapes, pens/pencils.

**2. Science and Me**

**Dialogue between scientists and society**

**40 minutes**

The group will be split into pairs sat facing each other at tables of 4 or 6 depending on group size (see below). Students sat on one side of the table (side one) will start as the interviewers and students on the other side (side 2) will start as the interviewees.

Each pair is given an interview topic (Red, Blue, Yellow or Green) so that each pair on the same table has a different colour. (Illustrations are based on only three topics being used).



Stage 1: Side 1 questions the side 2 about their topic for three minutes.



Stage 2: Side 2 questions side 1 about the same topic for three minutes.



Stage 3: Students on side 2 switch places so they are facing new student on side 1 and stages 1 and 2 are repeated.

All stages are repeated until all students on side 2 have faced all students on side 1.

Stage 4: Students move to a table depending on which colour topic they were given. This will result in a red, blue, and yellow table (also gree if all 4 topic were in use). The students discuss their results for 10 minutes. Groups then present their findings to the rest of the group.

**Interviewing topics:**

Blue: Do they think it is important that people know what scientists are doing and what their results are? Why do they think that? Are there any types of science where this is more/less important?

Red: Find out where and who they get their scientific information from and whether they trust it to be true. Why do they think that?

Yellow: Do they think that taking part in science makes people more interested in it? Would they like to take part in real science? Why/why not? If so, what sort of science?

Green: Do they know any scientists? Have they ever spoken to, or met a scientist? How did that happen and what did they ask them?

**Table arrangement and the number of topics to use**

The number of topics used will depend on the number of students within the group – the following guidelines show the set up for groups of 16, 18 and 20 students. The activity can be modified for larger or smaller group sizes.

16 students – 2 tables of 8 students (will use 4 interview topics)

18 students – 3 tables of 6 students (will use 3 interview topics)

20 students – 3 tables of 8 students and 1 table of 6 students (will use 4 interview topics)

**Materials:** Question/topic sheets which are clearly coloured. Corresponding coloured paper for students to document their findings from the interviews.