






FROM DRAMA-ACTIVITIES TO RAISING SCIENTIFIC ASPIRATIONS IN SECONDARY SCHOOL STUDENTS

If you want to raise scientific vocations among youth using performing arts i.e. theatre, clowning, stand-up comedy or others, a fantastic way is to include the human dimension of science and the values embedded in the Responsible Research and Innovation.

To do that you only need to follow these simple steps:

-  Watch the next videos and read these short documents to understand what is humanising science and which are the values embedded in RRI
-  If you want to go deeply on that, deliver to young students (from 12 to 16 years old) the Exploratory Workshops that we propose and analyse the collected data
-  From your Exploratory Workshops extract your own guidelines, decide what you want to address, or if you prefer go to the point, take into account our guidelines.
-  Finally, write the script of your performing art activity and...
-  Let's PERFORM!



The PERFORM project in 40 seconds

RESPONSIBLE RESEARCH ON STAGE

By using this protocol you will be able to include the human dimension of science and students' concerns, perceptions and interests about STEM careers and Responsible Research and Innovation (RRI) values in a performance-based activity



THE HUMAN SIDE OF RESEARCH



But what do “humanising science” and “RRI values” mean?

LEARN TO LISTEN TO

In this protocol you will find:



THIS IS FOR YOU



This protocol is for you!

STAND-UP COMEDY, CLOWNING AND BUSKING

We based our studies in stand-up comedy shows, clowning and science busking:



PERFORM research has found that transforming drama-based activities following this protocol leads to:

- * Increasing positive attitudes towards STEM careers and jobs.
- * Hindering negative attitudes towards STEM careers and jobs.
- * Enhancing meaningfully ethical concerns related to scientific activity.
- * Breaking gender stereotypes on many STEM careers like nursing or engineering.

You can consult the complete study and results analysis following this link:



The Art of Science Learning

HOW CAN YOU GET INVOLVED?

To include the human dimension of science and the RRI values into an existing drama-based activity it is important to reflect on and follow some (if not all) of the following topics:

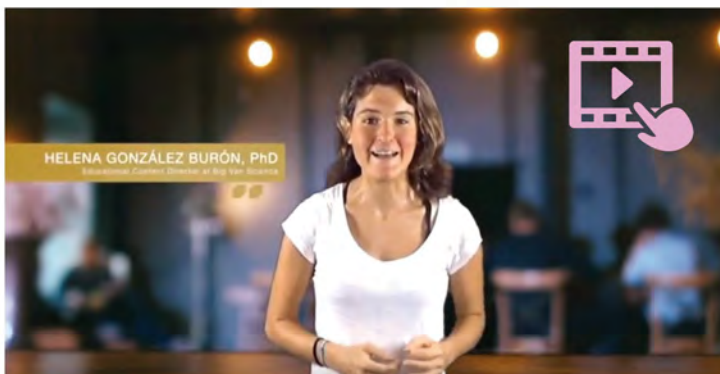
TOPIC 1: STEM JOBS



If you want to reflect deeply on how to address STEM careers job opportunities in your drama-based activity, follow this link:



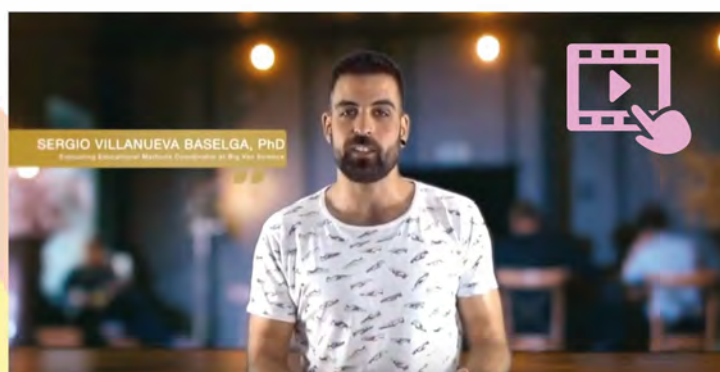
TOPIC 2: SCIENTIFIC STEREOTYPES



In order to minimise negative scientific stereotypes and to enhance the positive ones in drama-based activities, follow this link:



TOPIC 3: ETHICS IN SCIENCE AND IN THE RESEARCH PROCESS



Is important to make students realize that the research process follows ethical concerns to motivate them. Follow this link to learn how to do it:



TOPIC 4: EU SOCIETAL CHALLENGES



To talk about European Union societal challenges through drama-based activities with young people, follow this link:



TOPIC 5: GENDER ISSUES IN SCIENCE



If you want to specifically motivate girls in STEM, include some tips in your drama-based activity. Follow this link:








TOPIC 6: GENERAL RECOMMENDATIONS

From the experience of Professional Science Communicators participating in the generation of this protocol (Big Van Science (TBVT) in Spain, TRACES in France, and Science Made Simple (SMS) in the UK), some general and useful recommendations emerged. Have a look to this link:



NOW IT'S YOUR TURN!

Let's transform your drama-based activity into a scientific drama-based activity. Remember:

-  Read documents and watch videos about the topics that humanise science and values embedded in RRI
-  Deliver the EWs and analyse the collected data
-  Extract your own guidelines, decide what you want to address, or follow our guidelines.
-  Adapt your performance-based activity into a PERSEIA
-  Let's PERFORM!

And if you need more inspiration, you can consult the full scripts of the PERFORM project following this link:



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