

PR2.A – TEACHING SOURCES

Title	Meet the Scientists
Duration	1 session
Age Group	14 – 16 YO
Dimension of the advised group of students	<i>One group of 10-20 people in groups of five</i>
Area	<input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input type="checkbox"/> Area 3: Second language learning <input checked="" type="checkbox"/> Area 4: Sciences <input type="checkbox"/> Area 5: Soft skills
Specific objectives	<ul style="list-style-type: none"> - <i>To get to know scientists</i> - <i>To stimulate interest and raise questions</i> - <i>To select, organize and present scientific information</i> - <i>To evaluate scientific information and make informed judgements from it</i>
Needed Materials	<ul style="list-style-type: none"> - Copies of handout - Printed downloads for scientists' profiles - Paper and pens <p>If the training is organized online one communication platform will be necessary.</p>
Software	<ul style="list-style-type: none"> - <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i> - <i>In person, no software is needed.</i>
Description	<p><i>As educators prepare their students to succeed in a rapidly evolving world, providing quality STEM (science, technology, engineering and mathematics) education has become increasingly important. One of the most effective ways to create and maintain engagement is by introducing relatable STEM role models who will show students what they too can achieve.</i></p> <p><i>Relatable role models are essential during a child's developmental learning state, as children who see themselves in others imitate traits with which they most identify. For students interested in STEM, exposure to role models involved in these fields has the power to maintain their interest and increase the likelihood they will innovate in the future.</i></p> <p><i>The effectiveness of role models has roots in what's called "observational learning," where children learn and copy behaviors and actions by watching and listening to other people.</i></p>

<p>Procedure on how to put in practice</p>	<p><i>Duration: 60 minutes</i></p> <p><i>No of participants: 10-20</i></p> <p><i>Methods used: open discussion, role-play</i></p> <p><i>Competences developed: critical thinking, interviewing</i></p> <p><i>Step-by-step description:</i></p> <ol style="list-style-type: none"> 1. <i>Split participants into groups of five. Ask them to think about what they imagine scientist are like. Draw a scientist as a group. Each person draws a different part without others seeing, folds over what they have done and passes it on.</i> 2. <i>Unfold and look at the pictures: are there any common themes?</i> 3. <i>Assign each group a scientist and hand them a profile. Get them to read through it.</i> 4. <i>Split the groups into A's and B's. Those in Group A will go around and question the scientists. Group B are the scientists who will use the printed scientist profile pages on which to base their answers.</i> 5. <i>Hand the Group A participants the list of Assigned Questions to ask the Group B scientists. They can also ask questions of their own. If the answer is not available on the scientist profile the group can speculate as to what their answers could be.</i> 6. <i>The Group B scientists will stay seated, and the Group A students will rotate between each scientist, asking questions. Ring a bell every 3 minutes to move the students on to new scientists.</i> 7. <i>All participants to discuss the scientists. Go over the questions for each scientist to make sure they got the right answers.</i> <p><i>Debriefing question: Did they like the questions? Did they feel they got to know the scientists? Would they ask similar questions or others?</i></p>
<p>Link</p>	<p>https://imascientist.org.uk/wp-content/uploads/2011/02/Teacher-Notes-Lesson-2-.pdf</p>
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