

EN (IO)

- Intermediate
- Teaching

Reveal the Mystery (1)

TYPE OF THE ACTIVITY	Game;
DURATION	Could take from 30 to 45 minutes. Depends on how many people in STEAM will be chosen.
TEACHING AID	<ul style="list-style-type: none"> • The list of men and women (primarily women) in the STEAM field and their stories – achievements, history, what they were doing and how did they come into the field; • Paper and pencils (not necessary); • Slide show with stories of chosen people; (a prepared slide show is attached). Also, teachers can add people from their countries, or cities to STEAM fields. <p><i>*Examples of ten people in STEAM with stories/facts and the answers are added additionally in Canva slides.</i></p>
SUMMARY	This game aims to share knowledge about men and especially women who are working in STEAM. To challenge students to be aware of the stereotypes they may hold and give them (especially young girls) the needed encouragement to start their careers regardless of their gender.
TEACHING PRACTICE (STEP BY STEP)	<p>*IMPORTANT to watch the used language, and not to use feminine or masculine nouns or adjectives while sharing facts or stories.</p> <p>FIRST PART Preparation:</p> <ol style="list-style-type: none"> 1. Prepare the list of people in STEAM (men and women) with facts from their everyday and academic life; 2. Make a slide show without names or pictures, only with facts about the chosen people (you can use the attached slide show or make your own); <p>SECOND PART Storytelling:</p> <ol style="list-style-type: none"> 1. Share the facts about chosen people in the STEAM field with a class (no pictures and names part of the slide show); 2. After every person's story, ask the class to tell, or better to write individually on a paper, if the told story (or facts) belongs to a man or a woman;

Reveal the Mystery (2)

<p>TEACHING PRACTICE (STEP BY STEP)</p>	<p>THIRD PART <i>Revealing the truth:</i></p> <ol style="list-style-type: none"> 1. <i>Reveal the truth</i> by showing slides with names and pictures of the people you were talking about; 2. Let them react and observe it; <p>FOURTH PART <i>Discussion:</i></p> <ol style="list-style-type: none"> 1. Ask students if was it hard to decide the gender of people only from life and academic facts. What kind of prejudice they had/have when talking about careers and gender? What they related to the women and what to the men from the stories/facts? Do they find some common things that define a person in STEAM, excluding gender? and more. Questions for the discussion can be found in an added Canva slide show. 2. Give a reflection on your observation, and conclusion.
<p>SOURCE</p>	<p>Information about people working in STEAM was found in various Internet sites (the sources were checked too). Used sites: https://www.nasa.gov/content/katherine-johnson-biography https://daily.jstor.org/eight-women-astronomers-you-should-know/ https://www.britannica.com/biography/Margaret-Hamilton-American-computer-scientist https://www.keane-eyes.com/about-margaret/ https://www.womenofthehall.org/inductee/shirley-ann-jackson/#:~:text=Shirley%20Ann%20Jackson%2C%20noted%20physicist,the%20Massachusetts%20Institute%20of%20Technology. https://poetofcode.com/?home https://www.nobelprize.org/prizes/chemistry/1921/soddy/biographical/ https://newsroom.ucla.edu/releases/Terence-Tao-Mozart-of-Math-7252 https://webfoundation.org/about/sir-tim-berners-lee/ https://www.guggenheim.org/artwork/artist/dan-flavin ALL THE INFORMATION WAS CHECKED in a few different sources.</p>