

E-SOC Lesson Plan

MY FUTURE PROFESSION - GAME

Learning Objectives: (SMART)

By concluding this session/class participants will:

- Have reflected on their potential abilities and talents and will be able to understand better their own identity.
- be more motivated to make their own choices.
- have more confidence to pursue a career in STEAM or any other field but always base their decision on their talents and abilities, never thinking in their gender.
- treat students equally when doing STEAM projects, regardless of their gender.

Learning outcomes: (Use Bloom's taxonomy action verbs)

By concluding this session/class participants will have:

Knowledge:

To reflect and report in a clear way what they are talented for and which are their abilities and dreams based on objective information not based on their gender or in any other prejudice

Skills:

To identify skills, talents and abilities that will engage more girls in STEAM.

Attitudes:

To demonstrate a change in approaching gender bias in the STEAM field and having the ability to make a deep reflection about themselves and by themselves.

Target group: Secondary School Teachers/
School students (13-18)

Activity Title & number	Brief description of the activity	Resources needed	Time
	<p>After clarifying important concepts using PowerPoints and activities, students get to know themselves better and freely choose their abilities and talents to decide their future profession by playing a funny game which hopefully results in promoting the free choice of both girls' and boys' professions without considering their gender.</p>		5p-4 hrs

<p>Lead In:</p> <p>1. Icebreaker</p>	<p>PowerPoints on IDENTITY, PREJUDICE AND DISCRIMINATION.</p> <p>Identity: clarification of the concept and activities to be done in the PowerPoint.</p> <p>Activities to clarify concepts on PREJUDICE AND DISCRIMINATION and activities along the PowerPoints included in the slides</p>	<p>PowerPoints</p> <p>Identify yourself</p> <p>Prejudice and Discrimination</p>	<p>1 hour and 25m</p>
<p>2. Explaining the Game and first step.</p>	<p>In this lesson, the teacher will explain the game rules they will play in the next lessons and, once they all understand, will move towards the first step. This lesson suggests reflection on all the students' abilities and talents.</p> <p>Annex 1 contains sheet included in the Lesson where they have to think about at least 8 talents and activities.</p> <p>The lesson includes to reflect on themselves away of any prejudice or discrimination. It is especially important to feel free when analysing oneself.</p> <p>Talents and abilities:</p> <ul style="list-style-type: none"> - I am an excellent poem writer. - I feel relaxed when cooking. - I am not as good as my mother in maths, but I love them. - Dancing Ballet makes me happy. - I love gardening, especially veggies. 	<p>Annex 1</p>	<p>1hr</p>
<p>3. The Game and second step.</p>	<p>All the students write a paragraph of at least 80 words using previous talents and abilities but always hiding their real future profession. All of them must be tricky and fun as the teacher has explained before.</p> <p>Form groups of 8 students, choose the first main participant and the rest will remain to address him/her questions.</p> <p>Start the game by doing a training turn in front of the whole class to start the game in the next session.</p>	<p>Annex 2</p>	<p>1hr</p>
<p>4. The Game</p>	<p>In groups, the participants play the game and using annexes 3 and 4 keep a record of everything said.</p>	<p>Annex 3 and 4</p>	<p>1hr</p>

	It is a clever idea to choose a member to write the outcomes to keep a good record of everything said.		
5. Feedback	<p>The participants give short feedback about the activity.</p> <p>That can be done orally, on post-its or by filling in an online form.</p> <p>Either way, participants will answer the following questions?</p> <p>I. On a scale from 1 to 10 (1 – not at all, 10 - very)</p> <ol style="list-style-type: none"> 1. How useful was this activity? 2. How engaging was the activity? 3. How much did you enjoy this activity? 4. How much have you learnt from this activity? <p>II. What would you have done differently?</p> <p>III. Will you promote gender equality in STEAM activities?</p>		20m

MY EIGHT TALENTS

1.

2.

3.

4.

5.

6.

7.

8.



ANEX2



MY HIDDEN POTENTIAL PROFESSIONAL SPEECH

STUDENT:

ANEX3

QUESTIONS?????

STUDENT:

1.

2.

3.

4.

5.

6.

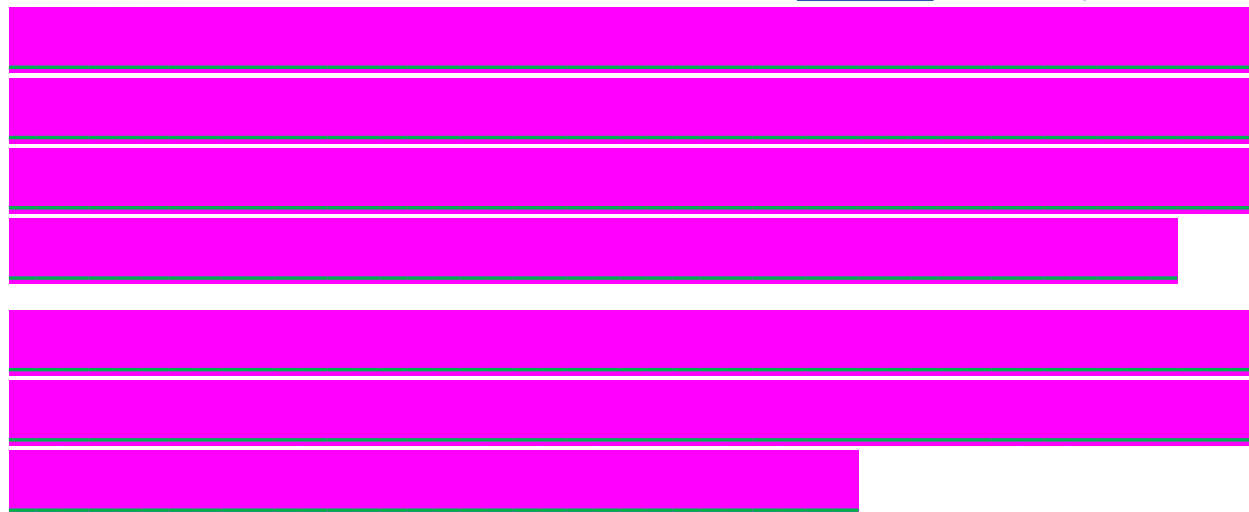
7.

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ANEX4

FINAL SPEECH OF THE MAIN STUDENT

STUDENT:



Sources:

PowerPoints from Ethics/moral classes at EEBIV.