Co-funded by the Erasmus+ Programme of the European Union

BotSTEM – Erasms+ KA2 Project

2017-1-ES01-KA201-038204

Good practice template

1. Title of the activity / practice	**Talent Viewer**
2. Origin of the activity	In the Netherlands, one of the main problems related with stem education is the low number of girls choosing stem careers. Its position in this concept is very low copared with many countries. While 70% of boys with a STEM profile in secondary pre-university (of applied sciences) education opts for an advanced STEM study programme in higher education, less than 50% of girls with a STEM profile proceed to a STEM study. For vocational education and training (VET), only 10% of the girls chooses for the technology sector (compared to 44% of boys). VHTO, the Dutch National Expert Organisation on Girls/Women and Science/Technology, has been building up knowledge and experience of the participation of girls and women in the world of science, technology, engineering, and mathematics (STEM) and deploying this expertise in areas such as education
3. Age of the students	The activity is designed for ages from 9 to 12 years old, but it could be easily adapted for younger children.
4. Target group (type of the learners, size of the group)	The whole class
5. School subjects + topics concerned	Self-knowledge, gender stereotypes, communication, creativity, drawing.
6. Educational goals of the practice	Break down gender stereotypes about science and technology. Motivate pupils to develop their individual skills rather than those that fit gender stereotypes.
7. Duration	8 sessions of 45 minutes.
8. Place	Classroom

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9. Short description of the activity	The project consists of eight separate lessons, which can be taught independently. Participating schools receive a ready-made curriculum in a project folder containing descriptions of the lessons, worksheets, and materials. **Discover your talent** The project folder contains a list of 42 various talents. Some are related to socio-psychological skills. Others are related to the so-called "S&T-talents". Pupils are required to make talent cards for a few other pupils: for each member of their group, they choose a talent from the talent list. They then write an explanation of their chosen talent on a card. Next, they hand out the cards to each other and, for each group member, they discuss the talents on those cards. The teacher also makes a talent card for each pupil in her/his class, and parents are asked to do the same for their child(ren). **Meet S&T professions and professionals** In a second stage, pupils and teachers are introduced to professions in the S&T domain. In the Talent Viewer card game, pupils try to collect the four cards that characterize one profession. The four types of card are: 1) a description of the work; 2) an object needed for that work; 3) a talent needed for that work; and 4) a professional aim. The project folder contains two times two different packages of cards, each containing four cards for eight S&T professions. **Create awareness of gender-stereotyped ideas about S&T** At the start of the project, pupils sketch an architect and discuss the drawings. (Of interest is that most children draw a middle-aged man with glasses in a lab coat.) Instructions for the teachers on how to start and lead the discussions are provided in the project folder. The guest lecture delivered by a female S&T professional also contributes to the breakdown of (gender) stereotypes about S&T professions. **Parental involvement** The parents are also asked to make talent cards for their child(ren). This is designed to promote dialogue. Parents with an S&T profession are invited to prepare a (second) guest lecture about their career. Furthermore, Talent Viewer offers an option for teachers to invite parents to both the first and the final presentation of the project.
10. Evaluation	Teachers and parents evaluate the results of the activity. Pupils were alse asked to fill out an online questionnaire both before and after participation.
11. Materials / Resources / technical requirements	A project folder containing descriptions of the lessons, worksheets, and materials.

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12. Tips for educators / theoretical background (if applicable) or curriculum context	http://genderandset.open.ac.uk/index.php/genderandset/article/view/413/756