Canadian Women's Lives
Celebrating Canadian Women in STEM lesson plan

Teacher:	**Date:**	**Period:**	**Location:**
Course and section: Gender Studies, Grade 11-HSG3M	**Unit:**		
Lesson Title: Celebrating Canadian women in STEM awards		**Number of periods:** 2-3 periods	

Curriculum Overall Expectations

A-1 Exploring: explore topics related to gender studies and formulate questions to guide their research.

B-1 The Social Construction of Gender: demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience.

B-2 Power Relations, Sex, and Gender: analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts.

B-3 Representations of Gender: analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

D-2 Agents of Change: describe strategies, initiatives and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity.

Learning Goals

The students will examine the number of women celebrated and receiving recognition and awards for their work and contributions to STEM fields.
The students will explore the implications (past, present and future).
The students will create their own awards with specific criteria. Then nominate a Canadian woman in STEM and

Prior Knowledge	**Vocabulary & Specific Terminology**

Provide Knowledge: Donna Stickland is only the third woman in the world to have won the Nobel prize for physics. The class will create their own Prize for Women in STEM. · As a class, make a list of famous people that quickly come to mind in STEM. · Examine the list from through a gendered-lens. · Discuss the reasons why the list may or may not be gender equitable. · What are the implications of the gender disparity?	Nobel Prize Gender equitable Gender disparity

Instruction Strategies	**Assessment Strategies** ***C**-conversation **O**-observation **P**-Product* ***F**-formative **S**-summative*
· Discussions · Inquiry/research Collaboration	C- formative conversations with students during their research O - create a checklist of skills to see during the lesson P - formative (self evaluation / reflexion) or summative (nomination speeches)

Time	**Lesson Sequence**
30 mins	***Getting Started*** - As a class, create a name for the prize - Create criteria – how will one be nominated and how nominees will be evaluated. - Choose certain class members to sit on The Award committee - Other students, either alone or with a partner-research a Canadian woman in STEM they wish to nominate for the award.

Full period	***Working on it*** - Research your nominee. - Create a poster, slide show, Powerpoint, speech etc. as to why your nominee is the deserving winner. - Take turns presenting your nominee to the committee.
Full period	***Consolidate & Reflect on it*** - Committee members chose a winner of the Canadian women's STEM award with an explanation as to why they have chosen that person to be the winner. - Awards ceremony – invite STEM women to speak/appear - Or have a GALA and invite other classes to be guests. - As a class reflect on: - progress made for Canadian women in STEM and the impact this has on society, medical research and trials, young girls wanting to enter STEM studies and careers

Universal Design Modifications (For all)	**Specified IEP Accommodations**	**Resources**
extra-time strategic seating and grouping chunking exemplars verbal instruction with visuals checklists to monitor task initiation, progress and completion graphic organizers		

Educator's Lesson Reflections

Modifications for other courses
With minor modifications, this lesson plan could easily be used for courses like:
Equity, Diversity & Social Justice; Grade 11- HSE3E
Equity, Diversity & Social Justice: From Theory to Practice; Grade 12- HSE4M
Biology, Grade 11 SBI3U