

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			
<p>A-1 Exploring: explore topics related to gender studies and formulate questions to guide their research.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
Learning Goals			
<p>The students will examine the number of women celebrated and receiving recognition and awards for their work and contributions to STEM fields.</p> <p>The students will explore the implications (past, present and future).</p> <p>The students will create their own awards with specific criteria. Then nominate a Canadian woman in STEM and</p>			
Prior Knowledge		Vocabulary & Specific Terminology	

<p>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.</p> <ul style="list-style-type: none"> · 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? 		<p>Nobel Prize Gender equitable Gender disparity</p>
<p>Instruction Strategies</p>		<p>Assessment Strategies <i>C-conversation O-observation P-Product</i> <i>F-formative S-summative</i></p>
<ul style="list-style-type: none"> · Discussions · Inquiry/research · Collaboration 		<p>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)</p>
<p>Time</p>	<p>Lesson Sequence</p>	
<p>30 mins</p>	<p>Getting Started</p> <ul style="list-style-type: none"> - 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. 	

<p>Full period</p>	<p>Working on it</p> <ul style="list-style-type: none"> - 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. 	
<p>Full period</p>	<p>Consolidate & Reflect on it</p> <ul style="list-style-type: none"> - 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 	
<p>Universal Design Modifications (For all)</p>	<p>Specified IEP Accommodations</p>	<p>Resources</p>
<p>extra-time strategic seating and grouping chunking exemplars verbal instruction with visuals checklists to monitor task initiation, progress and completion graphic organizers</p>		
<p>Educator's Lesson Reflections</p>		
<p>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</p>		