

## Canadian Women's Lives

### Celebrating Canadian Women in STEM lesson plan

<b>Teacher:</b>	<b>Date:</b>	<b>Period:</b>	<b>Location:</b>
<b>Course and section:</b> Gender Studies, Grade 11-HSG3M	<b>Unit:</b>		
<b>Lesson Title:</b> Celebrating Canadian women in STEM awards		<b>Number of periods:</b>  2-3 periods	
<b>Curriculum Overall Expectations</b>			
<p><b>A-1 Exploring:</b> explore topics related to gender studies and formulate questions to guide their research.</p> <p><b>B-1 The Social Construction of Gender:</b> 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>B-2 Power Relations, Sex, and Gender:</b> analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts.</p> <p><b>B-3 Representations of Gender:</b> analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.</p> <p><b>D-2 Agents of Change:</b> describe strategies, initiatives and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity.</p>			
<b>Learning Goals</b>			
<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>			
<b>Prior Knowledge</b>		<b>Vocabulary &amp; Specific Terminology</b>	

<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"> <li>· As a class, make a list of famous people that quickly come to mind in STEM.</li> <li>· Examine the list from through a gendered-lens.</li> <li>· Discuss the reasons why the list may or may not be gender equitable.</li> <li>· What are the implications of the gender disparity?</li> </ul>		<p>Nobel Prize          Gender equitable          Gender disparity</p>
<p><b>Instruction Strategies</b></p>		<p><b>Assessment Strategies</b>  <i>C-conversation O-observation P-Product</i>  <i>F-formative S-summative</i></p>
<ul style="list-style-type: none"> <li>· Discussions</li> <li>· Inquiry/research</li> <li>· Collaboration</li> </ul>		<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><b>Time</b></p>	<p><b>Lesson Sequence</b></p>	
<p>30 mins</p>	<p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>- As a class, create a name for the prize</li> <li>- Create criteria – how will one be nominated and how nominees will be evaluated.</li> <li>- Choose certain class members to sit on The Award committee</li> <li>- Other students, either alone or with a partner-research a Canadian woman in STEM they wish to nominate for the award.</li> </ul>	

<p>Full period</p>	<p><b>Working on it</b></p> <ul style="list-style-type: none"> <li>- Research your nominee.</li> <li>- Create a poster, slide show, Powerpoint, speech etc. as to why your nominee is the deserving winner.</li> <li>- Take turns presenting your nominee to the committee.</li> </ul>	
<p>Full period</p>	<p><b>Consolidate &amp; Reflect on it</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Awards ceremony – invite STEM women to speak/appear</li> <li>- Or have a GALA and invite other classes to be guests.</li> <li>- 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</li> </ul>	
<p><b>Universal Design Modifications (For all)</b></p>	<p><b>Specified IEP Accommodations</b></p>	<p><b>Resources</b></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><b>Educator's Lesson Reflections</b></p>		
<p><b>Modifications for other courses</b> With minor modifications, this lesson plan could easily be used for courses like: Equity, Diversity &amp; Social Justice; Grade 11- HSE3E Equity, Diversity &amp; Social Justice: From Theory to Practice; Grade 12- HSE4M Biology, Grade 11 SBI3U</p>		