**Who’s into STEM?**

Some of your students will have stereotypes about who is suited to STEM subjects and the types of skills needed to be successful in these subjects. You can help to expand students’ views of what counts as doing STEM activities in the classroom, so that curiosity, questioning, sharing experiences and relating to STEM through personal experience are valued.

Use the attached questionnaire to collect information about how students see themselves. Tell them that there are no ‘right’ answers – they should complete it based on their own experiences.

Once you have collected the questionnaires, consider the following questions:

* Are there clear patterns in how students see themselves? For example, are there differences between boys and girls or between students of different ethnicities?
* What kinds of behaviours and characteristics do your students list as signs of being good at STEM subjects?
* To what extent do students select statements 1–4 as important indicators of how much a STEM person someone is? These characteristics are often cited by students, with fewer students mentioning statements 5–9.
* What would you say are the most important characteristics?
* How might you share your insights with your students?
* How might you help broaden students’ views of what counts as being a STEM person, so they are able to recognise other attributes (such as those in statements 5–9) as being important?

**Source**: Godec, S., King, H. & Archer, L. (2017) The Science Capital Teaching Approach: engaging students with science, promoting social justice. London: University College London.

https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/stem-participation-social-justice-research/science-capital-teaching-approach

**Who’s into STEM? Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Which of these statements best describes how you see yourself? (please tick)

* I am really into STEM (science, technology, engineering and mathematics)
* I quite like STEM
* I’m not that into STEM
* I really don’t like STEM

Do you feel the same way about all STEM subjects? Are there some subjects that you are more interested in than others?

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Think about the people in our class. How important are the following characteristics in determining if someone is a ‘STEM person’?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Very important** | **A bit important** | **Not important** |
| 1. Being naturally clever |  |  |  |
| 2. Getting the answer right |  |  |  |
| 3. Using scientific, mathematical or technological language and terms  |  |  |  |
| 4. Calling out the answer |  |  |  |
| 5. Being curious |  |  |  |
| 6. Working hard |  |  |  |
| 7. Discussing ideas with others |  |  |  |
| 8. Sharing views and experiences |  |  |  |
| 9. Being creative |  |  |  |