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## LESSON PLAN 1

<b>TITLE</b>	<i>THE GALAXY OF WOMEN</i>
<b>PARTNER INSTITUTION</b>	IES ISIDRO DE ARCENEGUI Y CARMONA. MARCHENA, SEVILLE, SPAIN
<b>NUMBER OF PARTICIPANTS</b>	24 students
<b>AGE OF PARTICIPANTS</b>	15 years old
<b>AIM OF THE ACTIVITY</b>	This lesson helps raise awareness of the fact that the fields of science, technology, engineering and mathematics (STEM) have remained predominantly male with historically low participation among women. But, why is it? and who were those scientific women? The main aim of this lesson is to think about the lack of presence of female in STEM world and to discover some of the most relevant scientific female figures in Europe of all times, past and present.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>- To reflect about the lack of presence of women in STEM world</li> <li>- To strengthen language skills and vocabulary but also critical thinking on the part of the students.</li> <li>- To learn about scientific European women from the past and present times: their lives and their contribution to science.</li> <li>- To learn about the different historic periods and the role of those scientific women in them.</li> <li>- To learn how to use ppt presentations</li> <li>- To promote interaction among students</li> <li>- To develop work team skills: Cooperative and collaborative work</li> </ul>

	- Foster the use of English as a means of communication.
<b>NECESSARY MATERIALS FOR THE ACTIVITY</b>	<ul style="list-style-type: none"> <li>- A worksheet to work on a text with some questions (Activity 1)</li> <li>- A computer for each group of students (Activity 2)</li> </ul>
<b>TIME IT CAN BE CARRIED OUT</b>	6 lessons
<b>METHODOLOGY</b>	The methodology is based on the communicative approach. It is also based on the cooperative and project-based learning
<b>DESCRIPTION OF ACTIVITIES (Games proposed, subjects and skills involved, stages and assigned tasks)</b>	<ul style="list-style-type: none"> <li>• Lessons 1 and 2 (50' each): <ul style="list-style-type: none"> <li>- A worksheet (Annex 1) is delivered to each student to work, firstly, individually, reading two short texts and writing the answers to some questions. Then, in groups of three, they discuss the issues given together and getting to a common group conclusion. (Lesson 1)</li> <li>- Each group names a spokesperson. In turns, each spokesperson tells their opinion on the issues discussed. Then, a debate starts, each spokesperson supporting their arguments and contradicting the members of the other teams. (Lesson 2)</li> </ul> </li> <li>• Lessons 3 and 4 (50' each)</li> </ul> <p>During these two lessons, students are working in groups of three people. Their aim is to find out about European Scientific women of the past and present, taking into account the following historical periods.</p> <ul style="list-style-type: none"> <li>- The Old Greek</li> <li>- Middle Ages</li> <li>- 16<sup>th</sup> / 17<sup>th</sup> century</li> <li>- 18<sup>th</sup> century</li> <li>- Beginnings of the 20<sup>th</sup> century</li> <li>- Last part of the 20<sup>th</sup> century</li> <li>- 21<sup>st</sup> century</li> <li>- Siglo XXI</li> </ul> <p>The students have to bear in mind the following:</p> <ul style="list-style-type: none"> <li>- their work should be presented in ppt format</li> <li>- the maximum number of female scientists they can talk about is five.</li> <li>- their work must be structured: index, introduction, the five scientists, conclusion and bibliography.</li> </ul> <ul style="list-style-type: none"> <li>• Lessons 5 and 6</li> </ul> <p>Exposition of all the ppts in front of the class.</p>
<b>EVALUATION</b>	It will be evaluated:

	<ul style="list-style-type: none"> <li>- The students' interests on this topic.</li> <li>- Their English fluency.</li> <li>- Their capacity to work in groups</li> </ul> <p>All this through observation.</p> <p>The teacher will also evaluate:</p> <p>The ppt presentations: vocabulary and grammar accuracy, pronunciation, body language.</p> <p>All this through a grid to evaluate the exposition of each group (Annex 2)</p> <p>-</p>
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